Appendix Table of Contents

Number	Title	Criteria	Page
A.1	Design Team and Work Group Membership	(A)(1)	1
A.2	Proficiency-based practice represents a significant advance beyond traditional high school classroom practice	(A)(1)	3
A.3	White paper from 2008 conference of state education leaders	(A)(1)	4
A.4	Achievement Index of Oregon School Report Card	(A)(1)	30
A.5	Core Values and Beliefs from RTTT preparation	(A)(1)	31
A.6	Example of Oregon's process of turning around low-performing schools in Reading First	(A)(2)	45
A.7	NAEP achievement report	(A)(2)	48
A.8	2007-2008 graduation and drop out rates	(A)(2)	54
A.9	OUS head count for fall enrollment	(A)(1)(iii)	55
A.10	Narrative of Assessment NAEP and Graduation Data	(A)(1)(iii)	56
A.11	Oregon Participating LEA Memorandum of Understanding & Statement of Work	(A)(1)(ii)(b)	62
A.12	ESEA Results Percent Meeting or Exceeding	(A)(1)(iii)	66
A.13	NAEP Results	(A)(1)(iii)	71
A.14	Oregon Inclusion and Accommodation Policies for NAEP	(A)(1)(iii)	79
A.15	Performance Targets – State Data	(A)(1)(iii), (C)(1), (C)(2), (C)(3)	80
A.16	NAEP Targets	(A)(1)(iii), (C)(1), (C)(2), (C)(3)	82
A.17	Graduation Targets – State Data	(A)(1)(iii), (C)(1), (C)(2), (C)(3)	83
A.18	Detailed Table for (A)(1) – Participating LEAs	(A)(1)(iii)	84
A.19	University and Community College Enrollment Targets	(A)(1)(iii)	88
A.20	STEM Narrative	(A)(2)	89
A.21	Historical Graduation Rate	(A)(1)(iii)	98
A.22	Letters of Support for Oregon's RTTT Application with Cover List	(A)(1)	99
B.1	Sample of Oregon's High School Math Standards	(B)(1)	168
B.2	Oregon's Standards Adoption Chart	(B)(1)	177

Appendix Table of Contents

Number	Title	Criteria	Page
B.3	Signed Copy of the Common Core Standards MOA	(B)(1)	178
B.4	Draft Standards and Anticipated Completion Date	(B)(1)	181
B.5	Internationally Benchmarked Standards to Ensure that Students are Prepared for College and Careers	(B)(1)	182
B.6	Membership List of the States in the CCSSI	(B)(1)	254
B.7	ORS 329.045 Educational Improvement and Reform	(B)(1)	255
B.8	Description of Alignment with NCTM Focal Points	(B)(1)	257
B.9	Timeline for Adopting Common Core Standards	(B)(1)	276
B.10	– THIS APPENDIX HAS BEEN REMOVED –	–	–
B.11	MOSAIC Memorandum of Agreement (MOA)	(A)(1), (B)(2)	277
B.12	List of States Participating in the Assessment Consortium	(A)(1), (B)(2)	282
B.13	Schedule for OAKS – Content Areas by Grade Level	(B)(2)	285
B.14	Primary goals, activities, timeline, and responsible parties for rolling out a plan for the internationally benchmarked K-12 standards along with all of the supporting components	(B)(3)	287
B.15	OUS Entering Freshman Profile for Oregon High Schools	(B)(3)	290
B.16	The United Education Enterprise (UEE) – SB 342 Legislation – Diploma Requirements	(B)(3)	292
B.17	UEE work plan	(B)(3)	300
B.18	Implementation of Oregon PK-20 Redesign Work Plan	(B)(3)	301
B.19	Oregon Literacy Network	(B)(3)	326
B.20	Indicators of High Quality or Low Quality Professional Development	(B)(3)	329
B.21	Resources for Educational Achievement and Leadership from ODE website	(B)(3)	330
B.22	Standards by Design from ODE website	(B)(3)	331
B.23	Work Sample Training Materials from ODE website	(B)(3)	332
B.24	List of community-based programs exist in districts throughout the state in that occur after school and are offered to engage parents	(B)(3)	334
C.1	12 Elements of America COMPETES Act	(C)(1)	335

Appendix Table of Contents

Number	Title	Criteria	Page
C.2	– THIS APPENDIX HAS BEEN REMOVED –	–	–
C.3	Oregon's Professional Development Partners	(C)(2)	341
C.4	Oregon DATA Project	(C)(3)	342
D.1	Teach Oregon website	(D)(1)	343
D.2	Teacher Evaluations using Danielson frameworks (description of all domains and sample of Domain 1)	(D)(2)	344
D.3	Leadership Evaluations using Oregon Leadership Network frameworks	(D)(2)	356
D.4	Formative Assessments information for measures, interventions, outcomes, and supports	(D)(2)	368
D.5	Effective Behavioral and Instructional Support Systems from ODE website	(D)(5)	376
D.6	Intervention Network across Oregon	(D)(5)	377
D.7	The Oregon DATA Project website	(D)(7)	378
E.1	Oregon Report Card	(E)(1)	380
E.2	Oregon Statewide System of Support	(E)(2)	384
E.3	Defining and Identifying Oregon's Tier 1, 2, and 3 Schools	(E)(2)	386
E.4	Instructional Plan K-10 Reading	(E)(2)	389
E.5	Oregon School Turnaround Stories	(E)(2)	408
Budget-1	Résumés of Budgeted Staff		414

READ ME FIRST

State of Oregon

Electronic Files

Race to the Top Application for Funding

January 19, 2010

Index of Electronic Files

1. OREGON RTTT_cover+signatures.pdf
    a. Part III
    b. Part IV
    c. Part V
2. OREGON RTTT_criteria+priorities.pdf
    a. Part VI
    b. Part VII
3. OREGON RTTT_budget.pdf
    a. Part VIII
4. OREGON RTTT_appendix_TOC.pdf
    a. Table of Contents for Appendix
5. OREGON RTTT_appendix.pdf
    a. Sequentially-paginated appendices for application and budget

Appendix A.1

Oregon Race to the Top Design Team and Work Groups

Design Team

Vickie Fleming, Superintendent, Redmond School District (Chair)
Eduardo Angulo, Executive Director, Salem-Keizer Coalition for Equity
Julia Brim-Edwards, Director, Government & Public Affairs, Western States and Canada, Nike
Pat Burk, Associate Professor, Portland State University
Susan Castillo, State Superintendent of Public Instruction
Matt Coleman, Director of Secondary Education, Springfield School District
Ed Dennis, Deputy Superintendent of Public Instruction, Oregon Department of Education
Mike Geisen, 2008 National Teacher of the Year, Science Teacher, Crook County Middle School
Joyce Harris, Director, Equity Program, Education Northwest
Dena Hellums, Stand for Children
Sue Levin, Fellow, Meyer Memorial Trust
Marjorie Lowe, Education Policy Adviser, Governor's Office
Jim Mabbott, Superintendent, Northwest Regional Education Service District
Colleen Mileham, Assistant Superintendent, Office of Educational Improvement and Innovation, Oregon Department of Education
Carlos Perez, Deputy Superintendent, Hillsboro School District
Bill Porter, Partner, Education First Consulting
Gail Rasmussen, President, Oregon Education Association
Kate Cooper Richardson, Program Manager, Economic Recovery Executive Team, Governor's Office
Doug Stamm, Chief Executive Officer, Meyer Memorial Trust
Courtney Vanderstek, Assistant Executive Director, Center for Teaching and Learning, Oregon Education Association
Joanne Waller, Retired President, Oregon Education Association
Duncan Wyse, President, Oregon Business Council

Effective Teachers and Principals Work Group

Dan Jamison, Superintendent, Sherwood School District (Lead)
Xavier Botana, Portland Public Schools
Julia Brim-Edwards, Nike
Pat Burk, Portland State University
Mary Cadez, Salem-Keizer School District
Colin Cameron, Confederated Oregon School Administrators
Suzanne Daggett, Oregon Department of Education
Kate Dickson, Chalkboard Project
Jim Golden, High Desert Education Service District
Randy Hitz, Dean, Portland State University Graduate School of Education
Rob Larson, Education Northwest
Marlene Martin, President, Oregon School Employees Association
Carla Randall, Tigard-Tualatin School District
Hilda Roselli, Western Oregon University
Lynda Sanders, Coos Bay School District
Dianne Smith, Albany School District
Courtney Vanderstek, Oregon Education Association

Standards and Assessment Work Group
Matt Coleman, Springfield School District (Lead)
Tony Alpert, Oregon Department of Education
Evelyn Brezinski, Portland Public Schools
Jon Bridges, Beaverton School District
Dana Hepper, Stand for Children
Michelle Hooper, Oregon Department of Education
Jill Kirk, E3–Employers for Education Excellence
Annette Mattson, Oregon School Board Association
Salam Noor, Salem-Keizer School District
Kathleen Vanderwall, Oregon Department of Education
David Wilkinson, Beaverton Education Association

Use of Assessment Data in Instruction Work Group
Mickey Garrison, Education Enterprise Steering Committee (Lead)
Jim Harrington, Hillsboro School District
Joe Holliday, Oregon University System
Bob Kieran, Oregon University System
Doug Kosty, Oregon Department of Education
Joe Stevens, University of Oregon
Bill Stewart, Gladstone School District
Rick Wahlstrom, Northwest Regional Education Service District

Low Performing Schools Work Group
Mark Mulvihill, Superintendent, Umatilla-Morrow Education Service District (Lead)
Eduardo Angulo, Salem-Keizer Coalition for Equity
David Bautista, Salem-Keizer School District
Dianna Carrizales, Oregon Department of Education
Darlene Cook, Merrill Elementary School (retired)
Mark Davalos, Portland Public Schools
Vickie Fleming, Superintendent, Redmond School District
Beth Gerot, President, Oregon School Board Association
Joyce Harris, Education Northwest
Bill Lesh, Gresham-Barlow School District
Sue Levin, Meyer Memorial Trust
Karl Logan, Principal, Lane Middle School, Portland
Colleen Mileham, Oregon Department of Education
Marilyn Miller, Oregon Commission on Children and Families
John O'Neil, Principal, Forest Grove High School
Lolenzo Poe, Multnomah County
Gail Rasmussen, President, Oregon Education Association

Appendix A.2

COMPARISON OF TRADITIONAL AND PROFICIENCY-BASED SECONDARY EDUCATION

	Traditional	Proficiency-Based
View of Learners	Some will excel, some will do average work, a portion will fail.	All of them can achieve at high standards; failure is not an option.
Learning Program	Time based; learning is a variable. It's effective for a portion of students	Learning based; time is a variable. It's effective for all students.
Grades	Based on various, and sometimes subjective, points rather than proficiencies; may reflect quantity over quality (such as extra credit work); may be used in part to punish, reward, or control student behavior; subject to inflation. Grades are sometimes locked in before a course ends.	Indicate only what student has learned (knows and can do) by demonstration of proficiency; quality of work is based on agreements about evidence of proficiency. End-of-course grades reflect student proficiency *at* end of course.
Assessment	Relies heavily on summative assessment, including standardized testing.	Includes summative assessment, but heavily favors formative assessment as a feedback mechanism to continuously measure and guide student learning, and to drive and improve instruction.
Nature and Structure of Schools	Often adult centered in practice. Self-contained education factories in a management hierarchy modeled on 20th Century industry.	Student centered in practice. Home base for flexible learning experiences where students can assume more initiative, work in teams, and learn in community settings, online venues, and other education institutions as well as in their school of record.
Curriculum	Disciplines are independent of one another and content is independent of standards for postsecondary success.	Based on recognized standards. Rigor and relevance are driving criteria. Disciplines are often integrated. Content is keyed to what students need for postsecondary studies and job success.
Student Credentialing	Students accumulate graded units of instruction to graduate through "seat time," regardless of skill levels acquired or grades assigned, and a standard diploma is regarded as the end point of the high school experience. For students capable of doing more and advancing while still in high school, the senior year is often spent coasting to the finish line.	Students are assessed to assure that they have acquired high standards of knowledge and skills defined by minimum state diploma requirements matched to state standards. Students with an interest in advanced certification and credits (AP, IB, college credits) are supported in going beyond minimum diploma requirements.
Teachers	They dispense knowledge about subject matter; lead class discussion, make assignments, motivate students, assign grades.	They do many of the traditional things but also are content experts, mentors, resources, partners in school management, partners with community resource providers, skilled assessment practitioners, members of teaching teams, and members of professional learning communities.
Students	They receive or absorb information passively, recite when asked, achieve on tests. Often don't know at the beginning of a course what constitutes successful learning.	They envision and help plan their education path, partner in their own progress, learn by observation and application as well as by reading and taking class notes, and they develop both individual and group skills. From the very beginning of a course, they know precisely what proficiencies demonstrate desired attainment of knowledge and skills, and they work to achieve those proficiencies.
Student Performance Data	Infrequently collected and analyzed, if at all.	Frequently collected and analyzed (currently and longitudinally) by teachers, professional learning communities, and curriculum and instruction administrators for program improvement.

Source: *Proficiency-Based Instruction and Assessment*, a 2008 white paper for the Oregon Education Roundtable, a project of the Oregon Business Council.

Proficiency-Based Instruction and Assessment

A Promising Path to Higher Achievement in Oregon Education

March 2013

OREGON EDUCATION

(b)(6)

Acknowledgments and Credits

This paper on proficiency-based education is excerpted from a 2008 Oregon Education Roundtable white paper entitled *Taking Promising High School Practices to Scale*. Among the best practices discussed in that paper, proficiency was described as the practice with the greatest potential to boost widespread student achievement, and at the least cost.

The paper from which this excerpt was drawn was the final white paper in a series about the vital importance of getting as many Oregonians as possible to and through a postsecondary education, whether a graduate, undergraduate, or two-year degree, or a certificate in a skilled occupation. That series of white papers was made possible by a generous grant to the Oregon Education Roundtable from the Lumina Foundation for Education and the ongoing support of the Oregon Community Foundation.

This paper, and the larger work on which it is based, was researched and written by John Svicarovich under the direction of Jill Kirk, Oregon Business Council vice president and manager of the Oregon Education Roundtable project. Officials, experts, and peer reviewers contributed their knowledge and insights to this work.

The Roundtable is grateful both to our donors and to those who volunteered their time to inform our research.

SUMMARY:
THE POTENTIAL OF PROFICIENCY-BASED PRACTICE

Proficiency-based instruction and assessment has the greatest potential to realize the best outcomes at the least cost, and it completes Oregon's long journey to achieve a standards-based education system. Schools in Redmond, Scappoose, and Beaverton are showing the way. Others are starting to join them.

In a proficiency-based classroom, students start a course knowing exactly what proficiencies they need to master to demonstrate that they have acquired content knowledge and skills. They work at it at their own pace until they get it right. Teachers, often working in teams, use formative assessment at every step of the way to measure learning and to gauge and adjust instruction. When students master the required proficiencies, they are assessed and graded on that basis only. Inconsistent, arbitrary, and inflated grading across classrooms, schools, and districts is not a part of proficiency-based education. In a proficiency-based system, teachers flourish as much as students.

Oregon has laid a good policy foundation for proficiency-based education, but it needs to do more to encourage adoption of this practice statewide, to support professional learning communities, and to get its teacher education institutions, public and private, engaged with this practice and the schools.

PROFICIENCY-BASED PRACTICE

Proficiency-based assessment and instruction, often called credit for proficiency,* could be one of the most promising practices now emerging and gathering adherents in Oregon education. It is being practiced in only a handful of school districts today, but its initial results surpass conventional assessment and instruction. In the spring of 2008, a conference of leading Oregon educators identified proficiency-based assessment and instruction as the practice that can probably improve student learning the most and at the least cost.

Proficiency-based assessment and instruction is the practice that can probably improve student learning the most and at the least cost.

Proficiencies can take us where we want to go. These educators said, further, that proficiency-based education can transform teaching and learning and help Oregon achieve its ambitious goals to raise education attainment for more Oregonians.

Proficiency-based practice is *real* standards-based practice. In a true standards-based system, which Oregon has been laboring to achieve the past 17 years, schools and teachers would build the entire learning experience for students on achieving proficiencies in well defined skill and knowledge standards. Teachers in the few schools who are now engaged in proficiency-based instruction use those standards, in both skills and subject matter content, to 1) set performance objectives that students see, understand, and strive to achieve, 2) gauge student progress through formative assessment, 3) individualize the learning experience (in particular through projects and collections of evidence) for each student based on those objectives and ongoing assessments, and 4) determine that students are proficient in the standards through summative assessment.

Oregon does not lack for both high and plentiful standards. It has well-defined standards for core academic subjects, standards for essential skills, and standards for career-related skills and behaviors. The state's content standards – which it adopted in conjunction with the optional CIM and CAM certificates, and which form the basis of state benchmark assessments – are academically rigorous, and even now they are being updated and improved.** Any student who achieves them is probably ready to succeed in postsecondary education and work.

Oregon will not achieve statewide, standards-based secondary education and its benefits in student attainment without resolving the gap between its standards and predominant classroom instructional practice.

Standards-based education doesn't exist unless it is practiced in the classroom. According to proficiency advocates, however, these standards do not form the backbone of classroom practice in most Oregon high schools, which may explain why so many students perform poorly on statewide assessments keyed to the standards and why so many high school graduates flounder when they move on to postsecondary education. Proficiencies that define Oregon's standards are harder for students to acquire, if they acquire them at all, in a traditional teacher-centered classroom based on seat-time and grades influenced by a host of subjective factors. Oregon will not achieve statewide, standards-based secondary education and its benefits in student

---

* "Credit for proficiency" appears to be the most popular term for the concept of helping students to achieve proficiencies based on standards (sometimes called *standards-based instruction* or *standards-based assessment*). The term, however, doesn't adequately convey the impact this practice represents on instruction, learning, assessment, and their relation to standards. Moreover, credit for proficiency is a term used in postsecondary education where it means something different, typically credit granted where a student can demonstrate proficiency in a set of skills required as a prerequisite for admission to an upper level course.

** Oregon's PASS standards, which indicate college readiness, are even more rigorous, and they are available for use as well.

attainment without resolving the gap between its standards and predominant classroom instructional practice.

Oregon is taking one step to close this gap in its new high school diploma requirements, which will go into effect with the graduating class of 2012. That step is requiring students, as a condition of receiving the new diploma, to demonstrate proficiency in four essential skill standards: reading, writing, applied math, and oral presentation.** But state policymakers have not yet decided whether or how to require similar demonstration of proficiencies in content standards. Except for districts that adopt proficiency-based instruction on their own initiative, that part of Oregon secondary education remains seat-time and grade-based.

There is some indication that a number of school district personnel are anxious about how to implement and assess the essential skills requirement. State officials have taken pains to explain that students will have ample opportunity to demonstrate essential skills proficiency in any one or combination of several ways, including 1) achieving a passing score on statewide assessments in reading, writing, and math, 2) completing a work sample or student project that passes muster in a locally scored assessment, or 3) achieving a passing score on another standardized test yet to be determined and approved by the state.** Proficiency practitioners and advocates say such worries would not even surface in a proficiency-based system because essential skills (the four to be required plus others) would be acquired and demonstrated by students as a matter of course in the varied learning formats of proficiency-based instruction.

Proficiency practice has gained a foothold here in a short time. Oregon laid the foundation for proficiency-based instruction in 2002 when the State Board of Education adopted a range of options for awarding students credit. Oregon Administrative Rule 581-022-1131, titled Credit Options, included not only typical classroom work and exams as a basis for awarding credit in required and elective courses, but also documented prior experience, independent study, internships, group projects, and sample work products that demonstrate student skills and knowledge. The earliest applications of the proficiency credit were mostly to student experiences outside the classroom in non-core subjects. In fact, the Department of Education supported a pilot program on this application of proficiency credit in a handful of Oregon high schools from 2004 through 2006. School districts in the program included Beaverton, Canby, Albany, Gresham-Barlow, Hood River County, Scio, and Wallowa. About that time the Business Education Compact began to train school personnel in the concept, especially in out-of-class practicum and project work. Since then, a number of schools have embraced it as a way to teach and evaluate students in the classroom in core subjects.

The experiences of these schools, a number of which are discussed below, have shifted the conversation about proficiency from a focus on "credit" to a system of instruction, learning, and assessment based on student proficiency in accepted content standards rather than seat time or grades as an indicator of what students know and can do. ***

What Proficiency-Based Practice Replaces

Time becomes the variable rather than learning. Proficiency is an alternative to the current time- and grade-based system. In this system students typically study a given subject for 130 hours and put in 990 hours of classroom time a year, and they are credentialed in a system of letter grades. Critics of the

---

** The other significant change in the new diploma is that it raises minimum Carnegie Units required for graduation from 22 to 24, with more credits required in core subjects such as math, English, and science. Some Oregon high schools already meet or exceed that requirement as a matter of local school district policy.

** As currently envisioned, student reading proficiency will be assessed on a statewide standardized test administered on paper or online. Writing and applied math may be assessed this way on paper or online but will probably be assessed most often by teachers using state-developed scoring guides. Oral presentation will be assessed locally with state-developed scoring guides.

*** Proficiency-based instruction, or standards-based instruction, can trace its roots to what was called standards-based or outcome-based reform philosophies of the 1980s and '90s, which focused on objective standards that all students are expected to meet by demonstrated performance.

current system and proponents of proficiency argue that letter grades are so arbitrary, so inconsistent, and in many cases so inflated they are effectively meaningless.

The seat-time or time-based system, consisting of Carnegie Units* of credit, is what Clayton M. Christensen, a Harvard professor and expert on innovation, calls "monolithic batch system" teaching. "When a class is ready to move on," he writes, "all students move on, regardless of how many have mastered the previous concept (even if it is a prerequisite for learning what is next). On the other hand, if some students are able to master a course in just a few weeks, they remain in the class for the whole semester." As a result, he contends, a portion of students tune out from either boredom or frustration. "Both the bored and the bewildered see their motivation for achievement shredded by the system."[1]

> If experience, research, and common sense teach nothing else, they confirm the truism that people learn at different rates, and in different ways with different subjects. But we have put the cart before the horse: our schools and the people involved with them—students, parents, teachers, administrators, and staff—are captives of clock and calendar. The boundaries of student growth are defined by schedules for bells, buses, and vacations instead of standards for students and learning.
>
> – from *Prisoners of Time*, Report of the National Education Commission on Time and Learning, April 1994

Objective assessment replaces a grading system often tainted with subjective factors and inconsistency across classrooms, schools, and districts. In current prevailing practice, teachers assign grades on the basis of points awarded for a range of tasks that include performance on tests and papers. But a host of subjective factors – not related to proficiency – are often mixed in. These can include attendance, student effort, student discussion in class, homework, and extra credit work. Grading students "down" from their proficiency level is also employed as punishment for various behavioral infractions, including turning work in late. In one case, published on a teacher's website, students lose points if their parents don't sign off on a course syllabus. The net effect of these non-objective factors is that no one knows exactly what capabilities high school grades signify. Grades awarded in one class, one grade level, one school, or one district may mean something entirely different than similar grades awarded in another. A student with a 'C' average at one high school may be doing the kind of work that would gain an 'A' in another. Without strict adherence to proficiency-based assessment, grading becomes susceptible to inflation, which can arise from any number of intangible factors, such as teacher sympathy for student effort or parental or student pressure. In fact, there is evidence and widespread belief that both high school and postsecondary grade inflation is rampant in American education. (Secondary grade inflation bedevils postsecondary educators; postsecondary grade inflation bedevils employers.) As a consequence, postsecondary educators report that some high school 'A' students arrive at their doors well prepared to succeed and other 'A' students have to take remedial classes to shore up weak skills in reading, writing, and math. One postsecondary admissions official told Oregon's Credit for Proficiency Task Force that she is rooting for adoption of a proficiency-based system because she has "no idea" what high school grades indicate.

> No one knows exactly what capabilities high school grades signify.

Characteristics of Proficiency-Based Instruction

What then, makes proficiency-based instruction so compelling to its advocates?

It's student centered. First, it consciously puts the student at the center of the learning process. In doing so, it rejects the notion that some students will succeed and some will not. Proficiency-based instruction

* A Carnegie Unit is a standard of measurement representing one credit for completion of a one-school-year course meeting daily.

expects that *all* students will achieve at a proficient level and move on successfully. In effect, it does away with the bell curve.

COMPARISON OF TRADITIONAL AND PROFICIENCY-BASED SECONDARY EDUCATION

	Traditional	Proficiency-Based
View of Learners	Some will excel, some will do average work, a portion will fail.	All of them can achieve at high standards; failure is not an option.
Learning Program	Time based; learning is a variable. It's effective for a portion of students	Learning based; time is a variable. It's effective for all students.
Grades	Based on various, and sometimes subjective, points rather than proficiencies; may reflect quantity over quality (such as extra credit work); may be used in part to punish, reward, or control student behavior; subject to inflation. Grades are sometimes locked in before a course ends.	Indicate only what student has learned (knows and can do) by demonstration of proficiency; quality of work is based on agreements about evidence of proficiency. End-of-course grades reflect student proficiency *at* end of course.
Assessment	Relies heavily on summative assessment, including standardized testing.	Includes summative assessment, but heavily favors formative assessment as a feedback mechanism to continuously measure and guide student learning, and to drive and improve instruction.
Nature and Structure of Schools	Often adult centered in practice. Self-contained education factories in a management hierarchy modeled on 20th Century industry.	Student centered in practice. Home base for flexible learning experiences where students can assume more initiative, work in teams, and learn in community settings, online venues, and other education institutions as well as in their school of record.
Curriculum	Disciplines are independent of one another and content is independent of standards for postsecondary success.	Based on recognized standards. Rigor and relevance are driving criteria. Disciplines are often integrated. Content is keyed to what students need for postsecondary studies and job success.
Student Credentialing	Students accumulate graded units of instruction to graduate through "seat time," regardless of skill levels acquired or grades assigned, and a standard diploma is regarded as the end point of the high school experience. For students capable of doing more and advancing while still in high school, the senior year is often spent coasting to the finish line.	Students are assessed to assure that they have acquired high standards of knowledge and skills defined by minimum state diploma requirements matched to state standards. Students with an interest in advanced certification and credits (AP, IB, college credits) are supported in going beyond minimum diploma requirements.
Teachers	They dispense knowledge about subject matter; lead class discussion, make assignments, motivate students, assign grades.	They do many of the traditional things but also are content experts, mentors, resources, partners in school management, partners with community resource providers, skilled assessment practitioners, members of teaching teams, and members of professional learning communities.
Students	They receive or absorb information passively, recite when asked, achieve on tests. Often don't know at the beginning of a course what constitutes successful learning.	They envision and help plan their education path, partner in their own progress, learn by observation and application as well as by reading and taking class notes, and they develop both individual and group skills. From the very beginning of a course, they know precisely what proficiencies demonstrate desired attainment of knowledge and skills, and they work to achieve those proficiencies.
Student Performance Data	Infrequently collected and analyzed, if at all.	Frequently collected and analyzed (currently and longitudinally) by teachers, professional learning communities, and curriculum and instruction administrators for program improvement.

It's standards-based and focused on student proficiencies. Content and skill standards define not only what students should be able to know and do to succeed in postsecondary studies, work, and life, but also how well. Standards are drawn from what thoughtful teachers, employers, and others at all levels have concluded are the knowledge and capabilities that individuals must possess to function well in general, and in today's more demanding job market. As noted above, Oregon has well defined content and skill standards but educators can enhance these from a wide range of additional standards, and, in proficiency-based systems, many do. In addition, schools may identify what are sometimes called "power" or "core" standards as more important than others because these are regarded as key or prerequisite knowledge and skills without which students cannot advance to others.

Proficiency-based instruction expects that *all* students will achieve at a proficient level and move on successfully. In effect, it does away with the bell curve.

Standards form the foundation for proficiencies* that students can demonstrate and that teachers can assess in a variety of formats such as tests, written papers, oral presentations, individual or group projects, collections of evidence, and performance in a work or service setting. Assessments may be diagnostic (to form a baseline of where students are before they start a learning program), formative (an ongoing part of the learning process), or summative (to determine what students have gained as a result of the learning program).

Ongoing assessment is integral to instruction and learning. In a proficiency-based system, formative assessment drives instruction and therefore has primacy over summative assessment. The teacher employs assessment as part of a daily and weekly learning feedback loop to determine what a student still needs to learn to achieve proficiency. In addition to quizzes and tests, teachers use informal questioning, observation, discussion, and student presentation to gain a better understanding of each student's progress in gaining pertinent skills and knowledge. The student works at gaps in proficiency until they are closed. This contrasts with the application of summative assessment primarily to fix the student somewhere on a scale of success or failure indicated by points or grades. In a proficiency system, failure or poor performance may be part of the student's learning curve, but it is not an outcome.

In a proficiency-based system, formative assessment drives instruction and therefore has primacy over summative assessment.

Because assessment has such a key role in standards-based education, and because so much assessment occurs at the classroom level, teachers and professional learning communities are developing a deeper understanding of assessment principals and methods, which are also evolving with advances in measurement and statistics, technology, cognitive psychology, and learning in the domains. Teachers are becoming more skilled in quantitative measurement, observation, and interpretation of student performance to determine student progress toward and achievement of proficiencies. Newer understandings of what learning looks like, and how it can be measured, are exemplified in such works as *Knowing What Students Know, The Science and Design of Educational Assessments*[2] by the National Research Council. Closer to home, Rick Stiggins of the ETS Assessment Training Institute recently issued the *Assessment Manifesto*,[3] which calls for the elevation of assessment *for* learning in education practice.

Students know where they're going, propel themselves, and take various paths. In a proficiency system, students take more responsibility for their progress. The teacher makes it clear from the beginning precisely what proficiencies they are expected to master and what they will have to be able to do to demonstrate that they have attained those proficiencies. Then the teacher (or the teaching team) gives them ample support and allows them to move at their own pace in a variety of learning activities.

* Some proficiency-based teachers believe the standards would be more helpful if they identified more specifically, in terms of behavioral objectives, the proficiencies that indicate accomplishment of standards.

Proficiency practitioners report that this changes the student mindset and vocabulary. Students speak of proficiencies they have acquired or have yet to acquire, rather than points or grades.

Instruction and learning break out of the "cemetery model." Proficiency-based practice typically goes beyond what one school superintendent calls the "cemetery model" classroom in which students sit in rows receiving what is sometimes called direct or frontal instruction – knowledge dispensed by the teacher in a lecture format, often with teacher moderated discussion and drills, seatwork, and reliance on textbooks. There is still room for direct instruction in a proficiency-based system because some of it is useful and effective, but it doesn't work well as a steady diet for all students. Proficiency-based instruction balances a variety of approaches that also include hands-on learning activities (in and beyond the classroom), student-led discovery, group projects, and use of online resources. Textbooks are used sparingly if at all. Learning activities often integrate knowledge from different subjects. The nature of the learning activities typically call on students to improve their skills in planning and organizing, working in teams, taking personal responsibility for assignments, finding and analyzing data, documenting their work in writing, and presenting findings.

Teaching flourishes. In this setting the teacher deploys a broader array of learning tools, engages students in a wider range of formats, and gauges student progress daily and weekly on well defined competencies. Managing a learning environment this way, often in tandem with like-minded colleagues, is less restrictive and more creative than direct instruction. Practitioners also report that the degree to which learning is individualized in proficiency practice makes the student-teacher relationship far more rewarding.

Professional learning communities enhance student success and enrich teaching practice. The creation and maintenance of a professional learning community in a school is a best practice in and of itself. It is also a frequent corollary to proficiency practice, creating a continuous means of improving curriculum, instruction, and assessment, developing teacher capabilities, and improving staff cohesion. A professional learning community typically consists of teachers, and often counselors and administrators, who are organized in smaller teams around grade levels, academic subjects, or other common factors to improve student learning and teaching practice. They are collaborative, oriented to inquiry and evidence, quick to take corrective action, and committed to results and continuous improvement. These learning communities appear to work best where building professionals buy into the practice, organize themselves, and secure ample time in the daily and weekly schedule to meet, share approaches and results, and make improvements. There is a large body of literature on professional learning communities, and a vast number of entries online. A good basic site on the concept is http://www.allthingsplc.info/.

Benefits of Proficiency-Based Practice

Everyone is expected to succeed. Education equity and access is a growing concern, especially as Oregon school children become increasingly diverse and as achievement disparities persist in secondary education. Proficiency-based practice holds the promise of leveling the playing field, expecting all students to be successful and giving them an equal chance to achieve at high levels. Because learning is interdisciplinary and often made more relevant by hands-on projects, students achieve a better grasp of material both conceptually and contextually.

There should be no graduates of a proficiency-based program who need remedial instruction in postsecondary education.

Learning itself is a valued skill. Because students know explicitly the skills and knowledge they must achieve, and because they take more responsibility for their progress, they learn better *how to learn*.

Everyone does succeed. Because students don't move on until they have gained demonstrated proficiency, they are fully ready for the next level of study. There should be no graduates of a proficiency-based program who need remedial instruction in postsecondary education. This alone would prevent high schools from sending unprepared graduates to the next level, give more first-year

postsecondary students a strong start, and relieve taxpayers from the burden of paying for the same instruction twice through remedial programs.

Standards-based education is good for mobile students. To the extent that standards-based curriculum and proficiency-based instruction is offered across Oregon school districts, it has the potential to maintain equity and access in curriculum and instruction for that 10 to 20 percent of students who frequently move among school districts. These students, often from low-income families, frequently have the most trouble adapting to different curriculum and instruction in new settings.

Proficiency-based practice supports Oregon's direction in personalized learning. Since 2002 State Board of Education policy has required schools to provide students with personalized learning experiences, and that policy is built into Oregon's new diploma requirements to be implemented fully by 2012. Proficiency-based practice, which lends itself to both in-classroom and out-of-classroom learning, is especially well suited to support personalized learning as expressed in the policy. Requirements include 1) that students have an education plan and profile to guide them toward their goals, 2) that students participate in real world experiences in the workplace, community or school that connect to classroom learning, 3) that students have an "extended application" experience that calls for them to apply thinking and problem solving skills to tasks related to their interests, and 4) that students develop a good work ethic and a range of essential and career-related process skills such as reading, writing, applying mathematics, making oral presentations, and working well in team settings.

Where Proficiency-Based Instruction Is Under Way

Apart from second language teaching, where it is well established, proficiency-based instruction is relatively new and so geographically scattered – both in Oregon and beyond – that what we know about its application depends on word of mouth, occasional journal articles, and random internet postings. There appear to be no international, national, or Oregon-wide surveys of its practice.

Beyond Oregon its successes have drawn attention in locations as diverse as Alaska, Rhode Island, and Wisconsin, and here in the state it is being used in comprehensive high schools, small rural schools, and small learning communities within larger school districts.

Chugach (Alaska) School District. Proficiency-based education made its public school debut in the United States with dramatic results in one of the most remote school districts in North America. In 1994 student progress could not be much worse in this south-central Alaska district of then 214 students, half of them Native Alaskans, scattered over 22,000 square miles and three school sites. Dropout rates were high, test scores were low, and the average student was reading three years below grade level. At that point, with community backing, Roger Sampson, who was then superintendent, began a complete overhaul. By 1999, composite standardized test scores soared from the 28th percentile in 1995 to the 72nd percentile. In the same period, reading scores rose from 28th to 71st, language arts from 26th to 72nd, math from 54th to 78th. When state proficiency exams began in 2000, Chugach students topped the Alaska average by 8 percent in reading, 17 percent in math, and 35 percent in writing. The percentage of Chugach students taking college entrance exams increased from zero to 70 percent. The district was recognized for this accomplishment in 2001 when it won the Malcolm Baldridge National Quality Award, making it the smallest organization ever to be so recognized.

Chugach turned things around by strengthening its partnership with the communities it serves and by throwing traditional education practice out the door.

Apart from its commitment to quality improvement, Chugach turned things around by strengthening its partnership with the communities it serves and by throwing traditional education practice out the door. With approval of state education authorities, Chugach eliminated Carnegie Unit seat time and letter grading. Curriculum and instruction were standardized on proficiencies in 10 areas. Evaluation was keyed to the standards. Chugach created an individual learning plan allowing each student as little or as long as

necessary to achieve the proficiencies. Teachers began to facilitate learning in a variety of formats in and out of the classroom. Students were given additional support to improve their social skills, broaden their cultural horizons, maintain good health, serve the community, and gain real world work experience for the transition out of high school.

Since it first reached national attention, Chugach has continued to achieve impressive outcomes with its students, which now number 247. In 2006-07 assessments, nearly 91 percent of Chugach students in grades 3 through 10 were either advanced or proficient in reading, compared to 82 percent statewide. In writing they bested their state peers nearly 78 percent to nearly 75 percent, and in math, 75 percent to 72 percent. In 2007-08 the district exceeded the Annual Yearly Progress benchmarks of No Child Left Behind by wide margins. Two-thirds of the students who graduated between 2003 and 2007 went on to postsecondary education where they have either graduated or persisted in school. Among the rest, all but one are employed.

Proficiency practice has helped Chugach go from 50 percent annual teacher turnover to nearly zero.

Proficiency practice has also agreed with Chugach teachers. Up to the time of its transformation, the district had a 50 percent annual turnover in teachers. That attrition dropped to near zero, with only a few teachers retiring and several others leaving to become consultants on the proficiency model.

The Met. The Met, a network of six small public high schools in Rhode Island, is probably the most pronounced embodiment of a student-centered education philosophy expressed in the motto "educating one student at a time." It inspired the formation of The Big Picture Company, which has developed principles for the pedagogical design of 68 schools across the nation, including Terra Nova High School in Beaverton. The Bill & Melinda Gates Foundation has prominently supported expansion of The Met model.

At The Met students design their own course of study along with teachers, advisors, and parents, and they learn at their own pace. They build collections of work, which they exhibit periodically, and they accomplish a large share of their learning through internships in community settings. Each campus has about 120 students. There are no grades, no bells, and no block scheduled classes. Unlike most proficiency-based programs, The Met has no standardized curriculum, no published standards and proficiencies. But it does have a framework of high standards and academic rigor. Just as study is highly individualized, so is assessment, which is based on real-world standards and which focuses on student progress in five well developed categories: empirical reasoning, quantitative reasoning, social reasoning, communication, and personal qualities. Assessments are based in narratives written by both students and their advisors. Students also keep journals to reflect on their learning. As a bridge to postsecondary education, many students take courses at local colleges.

Outcomes at The Met are impressive. Since the school graduated its first class in 2000, 98 percent of its students have been accepted into a variety of respected colleges, 80 to 90 percent have enrolled, and about three-quarters have persisted, which The Met notes is remarkable because most are first-generation college-goers.

Madison (Wisconsin) Metropolitan School District. This district of 25,000 students, the second largest in Wisconsin, began standards-based reform in the latter half of the 1990s. It has developed a comprehensive array of content standards even more rigorous than Wisconsin's high state standards. It has made a concerted effort to tighten the alignment between standards, curriculum, instructional practices, assessments, and professional development. In 2001-02 the district implemented proficiency-based assessment and eliminated grade-based report cards at the elementary level. It recently did the same with its middle schools and is now working with stakeholders on similar redesign at the high school level.

Adams County School District 50. This school district, which serves 10,000 students in the suburb of Westminster north of Denver, Colorado, is planning a conversion to a proficiency-based system as comprehensive as the one that Chugach undertook in the mid 1990s, and for much the same reason. About 72 percent of the students in this district are eligible for free or reduced lunch, 38 percent don't

speak English as a first language, and the school has been placed on a state watch list for poor performance. School leaders and the community decided they had to do something different than keep using the old delivery model. The district's initiative complements an omnibus education reform package that Gov. Bill Ritter pushed through the Colorado Legislature in May 2008, including a strong standards-based component, but it's on a much faster schedule than Colorado's statewide implementation plan for K-12 reform.

Standards-based reform, featuring proficiency-based assessment and instruction, will be a feature of the district's 13 elementary schools and three middle schools beginning in the fall of 2009. It will be implemented in the district's three high schools in the fall of 2010.

Adams County hasn't worked out all of the details yet, but wants to do away with time-based units and grade levels, allowing students to move through a number of levels defined by proficiency. Standards will be clearly defined so teachers know exactly what they are expected to teach and students are expected to learn. Students may use a variety of ways to demonstrate what they know and can do. Proficiency will be assessed at four performance levels, and students will be permitted to advance only if they perform at level 3, "proficient," or level 4, "advanced." The district has not decided yet whether to stay with or abandon letter grades, but if it keeps grades, they will be proficiency-based.

The district has identified 10 rigorous performance levels in 10 content areas that students will need to pass through in order to meet local graduation requirements. It has also identified levels 11 and 12 in some of the content areas which will enable students to go beyond graduation requirements and earn college credit.

Oregon Schools Are Also Pushing the Envelope

Although they are still in a distinct minority, an increasing number of teachers and administrators in Oregon districts are pioneering proficiency-based instruction in the classroom and in core subjects, often without fanfare and working within their existing budgets and human resources. As noted earlier, there is no comprehensive survey of proficiency-based practice in Oregon, so these stories are presented to illustrate approaches to proficiency in a variety of settings.

Redmond High School. In fall 2007 Redmond began what it hopes will be just the first phase in converting its 1,700-student high school to a proficiency-based instruction and assessment system. It did this with the creation of a freshman academy, which also provides an intensive "family" support environment for its 300 ninth graders. Redmond is adding the proficiency approach to the 10th grade in 2008-09, and then it wants to move it to 11th and 12th grade in the subsequent two years.

An increasing number of educators in Oregon are pioneering proficiency-based instruction, often without fanfare and within their existing budgets and human resources.

Whether or not it can stick to this schedule remains to be seen. Redmond has strong support from its superintendent and board. It was very successful in recruiting its first 18 teachers to the freshman academy and then preparing 10th grade teachers for proficiency-based practice in 2008-09. According to Michael Bremont, assistant principal and curriculum director, these teachers embraced the approach, developed its implementation, and treat it with a sense of ownership. However, many of the most adventurous teachers have signed up. Expanding proficiency into faculty ranks that may be unsure of the new practice, skeptical, or even hostile to it may be more difficult.

As a complement to proficiency efforts at Redmond High School, the school district has been planning since early spring 2008 to create a charter school that's completely proficiency based, starting with 50 to 75 students and growing to about 200. Redmond Proficiency Academy (its tentative name) would operate at its own site six days a week from 9 a.m. to 8 p.m. Faculty would be drawn from a mix of certified teachers and registered professionals (those without a teacher education background but with industry or professional credentials). Teachers would be on non-union short-term contracts.

"We believe there are benefits to providing a proficiency-based school in an alternative setting that will allow students learning options they can't find in a traditional setting due its governance structure." Bremond said. "We'll be able to use what we learn from the charter to assist our progress at Redmond High School. The charter school will go forward regardless of our progress at the high school."

Like Chugach which inspired it, Redmond saw that many of its students were in crisis. "We had students at 3.5 GPA and above while they were here who needed remedial support in college and were scoring less than 1000 (combined) on their SATs," said Bremont. "Seventy-three percent of our graduates needed remedial math, 60 percent remedial writing and reading."

"We had students at 3.5 GPA and above while they were here who needed remedial support in college and were scoring less than 1000 (combined) on their SATs. Seventy-three percent of our graduates needed remedial math, 60 percent remedial writing and reading."

Many of Redmond's incoming ninth graders in particular were struggling. The year before the freshman academy conversion, 12 percent of ninth graders failed all of their courses and 18 percent failed two or more classes. This was worrisome because nationally 60 percent of freshmen who fail two or more classes drop out of high school. Redmond freshmen had an 18 percent dropout rate that represented more than 55 students, and its discipline referral rate for ninth graders ran above 40 percent.

In the first year of the conversion 60 percent of Redmond ninth graders demonstrated proficiency in their subjects the first time through, and Bremont estimates that fewer than 3 percent of students were still struggling. The dropout rate went to zero and discipline referrals fell to 8.7 percent. Attendance also improved from 91 to 92 percent, which is significant because a 1 percent difference spread over the number of classes involved represents a large number of absences. In regard to academic improvement Bremont said reading is telling. "We do know that 56 percent of our freshmen pass the state's 10 grade CIM reading standard, versus 62 percent of statewide 10th graders, so only six percent of the state's 10th graders are ahead of where our ninth graders are."

Teachers recruited for the freshman academy used six days of release time in the winter of 2007 to plan the program. During the summer the same teachers attended a paid 10-day program development workshop, with five of those days assisted by Mike Call, an Atlanta-based expert in creation of freshman academies. Redmond's grade 10 teachers went through a similar program development process in the summer of 2008. Teacher retention in the ninth grade program is high.

In a proficiency system, formative assessment is the key link between instruction and standards. For its grounding in formative assessment, Redmond relied on *Checking for Understanding*[4] by Douglas Fisher and Nancy Frey and *Classroom Assessment and Grading That Work*[5] by Robert Marzano. For proficiency standards, Redmond adopted a combination of Oregon content standards, College Board standards, standards from the Standards for Success (S4S) program at the University of Oregon, Oregon PASS standards, and even some standards from Virginia.

Unlike some proficiency programs, which have abandoned grades in favor of numerical measures of proficiency, Redmond's proficiency-based classrooms still use letter grades. However, the grades are gauged strictly to proficiencies based on standards. They are not skewed by upgrading or downgrading for subjective factors.

Bremont said the biggest challenge that teachers face in changing to a proficiency program is the amount of labor it takes to create scoring rubrics to assess student progress. "State [of Oregon] and College Board rubrics are OK," he said, "but we need our own how-to on rubrics. The state has developed only 10 percent of the rubrics needed. But the state could never develop a rubric for everything needed. Rubrics have to be tailored to the teachers and the assignments. The key is how to write a rubric that is meaningful for a student to translate learning into demonstration." Redmond is working on that challenge right now.

Scappoose High School. Proponents argue that proficiency-based education is contagious among teachers once they understand its power. Scappoose High School may be the best proof of that assertion. That contagion started in 2006 when Michelle Parsons, a social studies teacher at the high school attended an Oregon Department of Education meeting where Doug Boyer described in-class proficiency practice he was applying in his science teaching at Beaverton's Southridge High School. Inspired, she developed an out-of-class proficiency-based summer school program that turned out so well she decided to take the concept into her classroom in the fall.

Proponents argue that proficiency-based education is contagious among teachers once they understand its power.

That caught the attention of Rebecca Steinke, who was then a second-year, second-career science teacher at the school with a background in medical science. Unhappy with what she described as a lecture- and textbook-approach to teaching the first year, Steinke said what Parsons was doing "got me really excited." Five weeks into the fall trimester, and convinced her students were "hating science" in the traditional class format, she started planning a proficiency-based biology class that she implemented in the second trimester. In the third trimester, she taught oceanography with the same approach. After the first week in both classes, she said, "the kids loved it." She added, "They don't talk about grades any more. They talk about proficiencies and how well they are doing to achieve them."

They are achieving them very well, apparently. Steinke said four years ago only 41 percent of Scappoose students were passing the state's CIM science standards. Seventy-eight percent of Scappoose students now meet those science content standards. She said her sophomore biology students can handle photosynthesis questions generally reserved for advanced placement biology students.

In the spring of 2007, following a staff presentation on proficiency by Parsons and Steinke, Emily Anderson and Susie Erickson decided to adopt proficiency practice in math as a way to help almost half of incoming freshmen who were two years behind grade level in math proficiency.

Their plan was to get 63 math-deficient students through pre-algebra 1, pre-algebra 2, and algebra 1 in three trimesters. With a school stipend for summer planning, they launched their two-person team teaching program in the fall of 2007. By the spring trimester, its impact was striking. After a few weeks in the fall, half a dozen students were assessed proficient and moved on to algebra 1, which they all passed. By spring 2008, among the 55 students still enrolled in the proficiency classes, 52 were proficient in algebra 1 and ready to move to algebra 2 in the fall of 2008.

Over this period, the balance of the school's six math teachers converted to proficiency-based instruction. "They love it," Anderson said. "We all use the same grading scales so there'll be no confusion for kids as they move through different classes and teachers in the department." Other math teachers now have the students that Anderson and Erickson brought along so rapidly.

"We all use the same grading scales so there'll be no confusion for kids as they move through different classes and teachers in the department."

Proficiency-based classes at Scappoose are predominantly project based with a lot of formative assessment. Steinke said she uses lecture time now only to launch new lesson segments, where she briefs students on the academic standards they must achieve and the specific proficiencies they must be able to demonstrate to prove they have achieved those standards. Anderson said she and Erickson "try to use as many real life examples as possible, such as buying a car," to achieve such state standards as computing percentages with decimals. They introduced the use of Excel spreadsheets and developed a wiki format where students can work on math problems online – building on individual and group work with additions, deletions, and comments. The wiki has links to pages that help parents understand content standards, as well as links to sites with math videos, games, and practice problems.

Scappoose students in proficiency-based classes are accorded grades for their work, but those grades are based strictly on proficiencies assessed on a scale of 1 through 6 levels in most classes, and 1 through 10

in math. The upper third of those scales is considered proficient, but teachers say that students typically push themselves to the highest level of proficiency.

Scappoose teachers tend to talk about their proficiency-based efforts as "standards-based" since they place so much emphasis on starting with standards. Even before Scappoose teachers adopted proficiency-based practice, the school saw its 2004-05 student scores in reading, math, and science jump significantly after it aligned its curriculum to state content standards. Oregon's content standards form a baseline at the school, but Scappoose teachers use other standards, too. Steinke said she teaches all of her life science courses using Standards for Success (S4S) and industry standards from her college pre-med experience and her medical science background. She said the state standards are a useful guide in creating curriculum but she believes they would be more helpful if they were broken down into more specific behavioral objectives.

Proficiency-based practice is now in place at Scappoose in biology, anatomy, oceanography, ninth grade world history, pre-algebra, algebra, algebra II, and geometry. The English department is starting to move in that direction, and the high school continues to work with the Business Education Compact on teacher development in proficiency-based practice.

Beaverton wants to move all of its high schools to a proficiency-based system in the next 10 years.

Steinke and Anderson credit high school principal Sue Hays for her "amazing" support of proficiency-based practice. They said her first response was "If it's good for kids, let's do it." Scappoose, it should be noted, requires a minimum of 27 credit hours for a high school diploma, well above both current and new state diploma requirements.

Beaverton School District. Like Redmond and Scappoose, Beaverton illustrates how teachers and principals can take the initiative to develop a proficiency-based instructional program. However, Beaverton, which serves nearly 38,000 students from five comprehensive high schools, eight middle schools, 31 elementary buildings, and 22 option schools and programs, also illustrates how a *large* district can encourage and support a sustained bottom-up effort of this nature.

A small cadre of Beaverton teachers made their first foray into proficiency more than five years ago when a number of them became interested in its potential. According to Robin Kobrowski, an assistant principal who has been involved in supporting the district's proficiency development efforts, many of these teachers were Influenced by "Inside the Black Box,"[6] a 1998 essay by Paul Black and Dylan Wiliam on the power of classroom assessment. Their interest was cemented in 2003-04 when they attended a proficiency-based assessment workshop run by Rick Stiggins, whose ETS Assessment Training Institute is located in Portland. As noted earlier, Stiggins is a strong advocate for proficiency-based assessment, with particular focus on formative assessment as a driver of effective instruction and learning.

Kobrowski describes the Stiggins workshop as a turning point for Beaverton, which soon after hosted its own district workshop for teachers called the Balanced Assessment Project. That effort was led by Matt Coleman, then principal of Westview High School, who had done his doctorate studies and independent research on assessment. "He influenced us on the power of formative assessment," she said. "He convinced us that we needed a formative assessment driven system. In 2004-05 we did a lot of work in the district building assessment literacy." Coleman has since joined the Springfield School District as director of secondary education.

That early interest in proficiency by teachers and principals has found two bases of support in the district: the High School Enhancement Initiative and the Middle School Proficiency-Based Assessment Project. The High School Enhancement Initiative brings district-level support to teachers using proficiency-based assessment and instruction; it has focused the district on proficiency assessment as a priority endeavor. The high school group adopted as its paramount goal moving all of Beaverton's high schools to a proficiency-based system in the next 10 years. Proficiency efforts are under way most prominently at Southridge and Westview among the bigger high schools and at two small learning communities, Health and Science High School and the Terra Nova High School (all described below).

Begun in spring 2007, the Middle School Proficiency-Based Assessment Project promotes common proficiency-based assessments focused on grade level learning targets in all content areas. Middle school principals have been the driving force behind the project to address concerns about rigor at the middle school level. In this model, progress on the learning targets is typically reported on a continuum from novice to expert. As part of the project, middle school teachers are working to build collections of evidence, draft sufficiency guidelines, and define proficiency criteria. Kobrowski describes the middle school effort as an important extension of formative assessment practices that are a fairly routine, natural approach at the elementary level.

Beaverton's proficiency efforts are teacher and principal led rather than district mandated, but the district supports these endeavors.

Kobrowski notes that Beaverton's proficiency efforts are teacher and principal led rather than district mandated. The district, however, supports these endeavors at the highest levels. District leadership, Kobrowski said, understands that real change happens with teachers, that they need support in the form of release time, and that the process takes patience. Both the high school and middle school initiatives are expected to go on for a number of years. The assessment initiatives, she added, go hand in hand with the district's commitment to professional learning communities.

To support its learning communities in developing proficiency initiatives and other programs, Beaverton is building a data warehouse that will be accessible to teachers and help them capture, analyze, and use data to improve teaching and assessment.

Southridge High School. Southridge, which opened in 1999, was designed as a high school made up of four small learning communities or houses with names like Discovery and Renaissance. Southridge became a district pioneer in proficiency-based practice after some of its teachers participated in the Stiggins workshops on assessment and the school became part of the state pilot program on credit for proficiency. The school was initially interested in awarding students credit for prior learning (in areas such as the arts, second language, and, in one case, biology content standards centered on a student's experience with chicken husbandry).

Given teacher interest in assessment of standards-based proficiencies, credit for proficiency at Southridge has evolved into classroom practice focused on proficiencies in core academic subjects and skill standards. Vice Principal Randy Dalton said that ten of the school's 90 teachers have moved completely away from subjective factors in grading and toward proficiencies based on learning targets. He said he expects this to grow as other teachers ground themselves in the philosophy of proficiency. Presently, more than half of the school's 2,000 students spend some part of their time in proficiency-based classes that are represented in all departments.

At present Southridge teachers are developing what they call common learning targets, the equivalent of power standards for key proficiencies. Dalton said this sets the stage for common assessments down the road developed through professional learning communities.

Westview High School. Proficiency-based practice is established and growing at Westview. In the school's mathematics program, 17 of 18 teachers use proficiency-based assessment and instruction, and other departments and teachers are taking steps to adopt proficiency practice. As evidence that proficiency-based practice is effective, Matt Coleman, former Westview principal, cites results the first year in which students took an algebra and geometry survey course in the proficiency-based model. Eighty percent passed proficiency scores at levels corresponding to 'A' through 'C.' In the prior year's class, taught with a traditional instruction model, only 40 percent reached that level of proficiency.

Health and Science High School. This school, a member of the Oregon Small Schools Initiative, was planned and launched as a proficiency-based program in the 2007-08 school year with a special focus on preparing students for health care and science careers. In its initial year the school had 116 ninth graders. In the following years it will gradually add grades from 6 to 12 until it reaches 750 students in 2110-11.

Principal Steve Day, who attended the initial Rick Stiggins workshops, started conceptual planning of Health and Science High School three years ago. With district approval, he and a team of 12 staff began operational planning in the summer of 2007.

Health and Science High School is designed around the Expeditionary Learning Schools format (http://www.elschools.org/). "Learning expeditions" are central to the ELS approach. Keyed to content and skill standards, learning expeditions engage students in long-term, cross-discipline research projects that culminate in media products and public presentations. In one such project, the school's ninth graders researched the great influenza pandemic of 1918-19, often called the Spanish Flu, which helped them understand the genetic, social, political, and human dimensions of the outbreak that killed between 50 and 100 million people worldwide. As a practical outcome of that research, the students produced a brochure explaining the importance of people getting flu shots. The ELS learning approach, said Day, is especially effective with students who have struggled in the past, but it makes learning engaging for all students.

In just the first trimester, 100 percent of the school's ninth graders were passing math, and 90 to 100 percent were passing all core subjects. Those results dropped slightly but held up generally well through the rest of the 2007-08 school. This was all the more remarkable among a population where half the students are on free or reduced lunch and 25 percent speak English as a second language.

Terra Nova High School. As noted above, Terra Nova is a Big Picture school modeled on The Met in Rhode Island. This Beaverton district high school was created in partnership with the Northwest Regional Education Service District. In 2007-08 the school had 60 students in grades 9 through 12, and it expects 80 students in the following year. The school describes itself as a personalized learning community emphasizing individual responsibility, academic rigor, and productive citizenship. Students do extensive, independent project-based work and are awarded credits based on proficiency in state and district content standards. Learning experiences include participation in classes at Terra Nova, on-line classes, community college classes, work/internship experiences, and in-depth, long-term projects. Internships and community service are particularly important at this school as learning experiences. Students spend two days per week working in internships with the guidance of certified teachers and community mentors.

Greater Albany Public Schools. The Albany district, which was part of the state's credit for proficiency pilot program, has proficiency-based classes available in both of its comprehensive high schools and its alternative school, which serves grades 6 through 12. Albany proficiency classes are generated by teachers and administrators in cases where a credit option appears to be needed. Students develop a collection of evidence to demonstrate proficiency in a particular content area.

Despite the use of proficiency-based assessment and instruction, Albany does not have a concerted district-wide commitment to adopt proficiency practice. Diane Smith, the district's director of curriculum and instruction, and a prominent workshop speaker on proficiency practice, cites a number of cultural barriers that teachers must navigate before they can embrace the practice. "Very few things come along that can change teacher practice like proficiency can," she said. "Very few things can improve a teacher's understanding of what it means to 'teach to standards' like this can."

"Very few things come along that can change teacher practice like proficiency can. Very few things can improve a teacher's understanding of what it means to 'teach to standards' like this can."

"Job security can be a concern," she said. "Teachers worry, for example, that if kids flood to teachers using the proficiency model, those who don't offer proficiency-style courses won't have students. Teachers don't have practice in articulating what proficiency means for their content area, and they frequently lack training. They know that students don't learn at the same rate [fast enough] while the calendar is moving to a finish point, and they worry how to translate proficiency into grades." Other challenges include weaning teachers away from using subjective factors (attitude, effort, attendance, and behavior) in grading and onto content standards as a way to build learning activities and proficiency measures.

Gresham-Barlow School District. Gresham-Barlow, one of the original districts in the state's proficiency for credit pilot program, plans to expand into in-class proficiency practice in the 2008-09 school year. Beginning in the second semester, several proficiency-based pilot classes will be offered at both Gresham and Sam Barlow high schools in math and social studies. Over 1,300 students have earned proficiency-based credit for outside-the-class learning in the district. The two high schools still offer students a number of courses where they can earn credit this way, but the new pilot classes represent a move toward models similar to Redmond and Scappoose.

Oregon Districts Setting Their Sights on Proficiency-Based Education

Forest Grove School District. Forest Grove plans to implement proficiency-based practice at the beginning of the 2009-10 school year at its 1,900-student high school. It began to lay the groundwork in 2007 by aligning its grade 5 through 12 content standards and summative assessments. High school principal John O'Neill says that teachers are forming professional learning communities to indentify power standards and formative assessments, and he expects that every course on campus will be aligned to proficiencies by spring 2009. Forest Grove High School will still use grades but base them on proficiency assessments. O'Neill said Forest Grove teachers know that as a part of the transition to proficiency they will have to give up grading based on discipline or behavior. But he's confident "they'll go for it," he said, "We have a lot of student-centered teachers rather than teacher-centered teachers."

Forest Grove Principal John O'Neill is confident his teachers will embrace proficiency practice because "We have a lot of student-centered teachers rather than teacher-centered teachers."

Springfield School District. Springfield is taking the preliminary steps necessary to achieve a proficiency-based system in its middle and high schools. It is building a model of core standards and next it will create a matching framework for formative assessment. Matt Coleman, the district's new director of secondary programs, believes in a main tenet of standards-based instruction: that proficiency assessment, in particular formative assessment, drives curriculum and instruction. He helped frame that philosophy during his tenure in the Beaverton district where he was principal at Westview High School. At Springfield he envisions that every credit will be based on proficiency in the next two years. As a corollary effort, Springfield is laying the groundwork in its secondary schools for professional learning communities in which teachers can build, evaluate, and constantly improve proficiency-based curriculum, assessment, and instruction.

Springfield's Academy of Arts and Academics, an Oregon Small School Initiative site, currently has important elements of proficiency-based practice in place. Students are assessed on proficiencies at the 'A' or 'B' level and keep working until they achieve that level of competence. There are no grades of 'C,' 'D,' or 'F.' Students develop proficiencies through multiple learning activities, and learning time is open ended.

Factors Favorable to Proficiency Adoption

Besides the pioneering local efforts described above, Oregon has a number of things going for it in creating proficiency-based education. With the support of business groups, foundations, and other stakeholders, state education officials have long labored for comprehensive content and skill standards. Those standards, which form the platform for proficiency-based practice, are reflected in the new Oregon diploma requirements. The Department of Education staff has been a catalyst for proficiency practice and credit, most notably through statewide pilot projects it sponsored on student achievement issues from 2004 to 2007, on proficiency pilot projects it sponsored at various school sites from 2004 to 2006, and then through the recent Credit for Proficiency Task Force, which it organized as part of the new diploma process. The Business Education Compact has been tireless in advocating proficiency practice and in training educators statewide. From 2004 through 2008, the combination of the pilot projects, the task

force, and BEC's work in teacher development had a central role in raising awareness of proficiency, bringing practitioners together, creating new practitioners and advocates, and building relationships.

Stature in the new Oregon diploma. Department of Education literature describing Oregon's new diploma requirements specifies that schools must provide students the option to earn credit by demonstrating proficiency. This raises the profile of proficiency-based credit as a factor in the new diploma requirements and gives it added importance, as suggested in the comments of some administrators interviewed for this paper.

The importance of proficiency was underscored in the policy statement that the Department staff was preparing (at the writing of this paper) to present to the State Board of Education in the fall of 2008. Based on input from the Credit for Proficiency Task Force process (see below), the Assumption section of that document makes it clear that the best way for Oregon to achieve a standards-based education system is for classroom instruction and assessment to be proficiency-based. The kernel of that draft, the Recommended Policy Statement, requires schools to offer proficiency credit "in lieu of, or in addition to traditional clock hours." It goes on to require 1) by the 2009-10 school year districts adopt policies and processes to do that, 2) by January 2012 they demonstrate progress in doing that, and 3) by June 2014 they can document they have done that.

The Assumptions section [of the state policy draft on proficiency-based credit] makes it clear that the best way for Oregon to achieve a standards-based education system is for classroom instruction and assessment to be proficiency-based.

After taking up the policy statement, according to staff, the board will consider revisions to the Oregon administrative rule that governs proficiency practice and credit. At this writing it was too early to know what changes might finally be adopted in the OAR, but ideas under contemplation included a more inclusive title, school latitude to apply proficiency credit to all courses, and application of proficiency credit to classes where hours of instruction may vary and may be equal to or be less than the state's standard 130 clock hours. The rule will almost certainly add language requiring that a student's demonstration of proficiency meet state, local, or national evidentiary criteria and an acknowledged range of standards. These would include state standards for subject matter content and essential skills, and probably industry-based knowledge and skills and other national or international standards. The latter, for example, might include standards defined by the College Board, by Standards for Success (S4S), and by International Baccalaureate.[*]

Credit for Proficiency Task Force. The proficiency task force was one of five the State Board of Education created to look at the challenges and requirements of implementing Oregon's new diploma requirements.[**] The proficiency task force, representing a variety of stakeholders and practitioners from secondary and postsecondary education, met five times over the winter and spring of 2008. Task force members expressed unanimous support for student demonstration of proficiency as a credit option, but their views differed on whether proficiency-based practice should be locally self-generating, state mandated, or some compromise between those two positions. Other points of agreement included a need for consistent standards (across schools, across districts) to which proficiencies apply, common criteria for assessing proficiency, and adequate release time and funding for professional development and development of materials and rubrics. The task force was assigned a limited life by the board and held its last meeting in June 2008.

---

[*] The Oregon schools implementing proficiency-based instruction and assessment have been using the state content standards in most cases but adding elements of the College Board standards or others, such as S4S. One district is leaning toward adoption of updated standards from the original Proficiency-Based Admission Standards System (PASS). PASS standards represent college-ready proficiencies.

[**] The others were an advisory group focused on overarching implementation issues, one on standards and assessment, one on essential skills, and one on cost and capacity issues.

BEC's pioneering training and advocacy. The Business Education Compact has been one of the strongest and most effective proponents of proficiency-based education in Oregon. Between spring 2005 and spring 2008, BEC has conducted more than 170 proficiency workshops for 700 teachers and administrators in two-thirds of Oregon's counties. Most of these have been for school districts and educations service districts, but others have served personnel from the Oregon Department of Education, a community college, a private university, a charter school, and several education advocacy groups. Besides offering ongoing workshops, BEC has also made grants to schools to support the development of proficiency-based programs. One recipient was Gresham-Barlow High School, which has awarded over 1,000 elective credit hours for out-of-classroom learning activities. BEC initially focused on hands-on proficiency learning outside the classroom but now trains educators on credit recovery and on standards-based instruction and assessment for core subjects in the classroom. BEC advocates a state mandate for school districts to adopt proficiency-based education with timelines for implementation.

BEC advocates a state mandate for school districts to adopt proficiency-based education with timelines for implementation.

BEC has also formed a coalition of public and private universities, school districts, state education agencies and businesses to lead what is called the Collaborative Teacher Development Initiative. This is a five-year statewide project to create new models for teacher preparation and professional development that align with Oregon's plans for high school reform. The project has the support of the Teacher Standards and Practices Commission, the Oregon Department of Education, the Oregon Education Association, and the Confederation of Oregon School Administrators.

State-Level Challenges in Adopting and Sustaining Proficiency-Based Education

Oregon has 197 school districts, 235 high schools, and 225 middle schools. Only a handful of them have proficiency-based programs, and the initiative for building these programs has come primarily from teachers and principals at local levels taking advantage of the 2002 credit options rule. If state policymakers agree that proficiency-based classroom practice is the missing piece in transforming Oregon's secondary schools to a standards-based system, they must decide what role the state can and should play in statewide adoption of this approach.

Deciding how assertive to be in closing the gap on standards-based education. From the standpoint of treating proficiency as a *credit option*, the state's role to date has been low key. In adopting the 2002 credit options rule, the state created the opening for proficiency advocates, and its 2004-05 pilot program in credit for proficiency it helped a number of high schools prove the concept. As noted above, it has also brought together people and ideas that have fueled interest and growth in proficiency. Despite these contributions, many proficiency advocates fear that if the state doesn't do more to influence adoption of proficiency-based practice, Oregon will have a standards-based system in name only and in only a portion of its districts. On the other hand, some say, a top-down mandate, especially without adequate resource and capacity support, could create a backlash.

Many proficiency advocates fear that if the state doesn't do more to influence adoption of proficiency-based practice, Oregon will have a standards-based system in name only and only in a portion of its districts.

Conversations with proficiency proponents suggest there are two middle paths that policymakers might consider. The first path, which is less assertive, would involve either or both of two directives designed to offer students school-level choices in proficiency-based classes: 1) require high schools, and perhaps middle schools, at some defined date to guarantee every student the opportunity to earn a certain number of credits – or credits in a specified set of subjects – by proficiency; 2) require schools to offer a proficiency-based option in at least one class in any subject where more than one class section is available. In the latter instance, students could vote on the proficiency approach with their feet. (On a larger scale, employing the same market principal, Oregon could adopt a policy that makes school district

boundaries permeable for students who want access to a proficiency-based education. Districts are obsessed with capture rates tied to budget allocations for enrollment, and they provide services to students only within their geographic boundaries. Now the only way a student can realistically attend a school outside his or her attendance area (except for charter and virtual schools) is to pay tuition out of pocket. Technically a student could seek an inter-district transfer agreement, but it isn't likely that a district would relinquish funding for a student to another district. If money truly followed students, districts would have to compete for these students on the strength of their programs and the kind of learning process and outcomes that would be enhanced by large-scale conversion to proficiency-based instruction.)

The second, more assertive path would be to mandate proficiency-based *assessment* (but not necessarily instruction) for all content classes according to proficiencies defined in content standards. Because assessment based on standards tends to drive and define instruction, such a mandate would lead to proficiency-based instruction. It might be argued that this bumps up against a provision in ORS 329.045 (Oregon's policy to achieve rigorous academic content standards) that allows school districts and public charter schools the latitude to "maintain control over course content, format, materials, and teaching methods." However, Oregon's content standards already exert substantial influence over K-12 curriculum, and the new diploma requirements further open the door by mandating proficiency-based assessment of essential skills.

Preparing educators for proficiency-based practice. Oregon's schools of education, both public and private, as well as private and nonprofit teacher development programs, would be strained if they were called on to meet significant, rapid growth in school district demand for personnel skilled in proficiency-based practice. Demand would occur in four categories: in-service teacher training, teacher preparation, administrator training, and practicum settings. The Business Education Compact and private consultants are providing advocacy and leadership on proficiency while meeting limited in-service demand for teachers and administrators. What they are doing is valuable and could probably be scaled up to a higher level, but not enough to address system-wide conversion to proficiency. That, more than likely, would call for more capacity and expertise on proficiency in our schools of education.

Right now, it would be difficult to find new teachers and administrators with pre-service schooling in proficiency-based assessment and instruction. That's because Oregon's schools of education are not turning them out, according to high school practitioners interviewed for this paper. The leader of one teacher education program, who supports proficiency-based practice, said teacher educators often don't pay enough attention to what is happening in classrooms or to what leading practitioners are doing. Another teacher educator expressed the same sentiment. As for practicum settings, there are very few right now where student teachers and interns can gain hands-on experience in proficiency-based practice.

Rick Stiggins, who trains educators worldwide in proficiency-based assessment, underscores the importance of both teachers and building leaders with a deep understanding of proficiency assessment. "Pre-service teacher preparation programs typically don't include assessment training and when they do, it often focuses only on accountability testing," he said. "And administrator pre-service programs typically don't include anything at all." He takes the position that effective instructional leadership requires assessment leadership. "The well-prepared principal is ready to assure that assessments are of high quality and are used effectively. Yet, historically, preparation for productive assessment has been missing from principal training programs."

School- and District-Level Challenges in Adopting and Sustaining Proficiency-Based Education

In adopting a proficiency-based system, local proponents must navigate a number of cultural, organizational, and technical issues. The organizational and technical issues are not insignificant, but cultural hurdles can be the most challenging.

The staying power of time-based learning and subjective grading. Nearly the entire education establishment in Oregon, as elsewhere, is built around a time-based, batch-process approach to learning and a grading system influenced by a range of subjective factors that often have little or nothing to do

with a student's acquisition of knowledge and skills. Even though these practices do not serve enough students responsibly, they are firmly rooted in the education culture, often because they serve the needs and convenience of adults in the system. Adults who are adept at rationalizing this disparity will not change easily. Seeing the inadequacies of these practices and replacing them with better approaches will require a great deal of what one proficiency advocate calls "unlearning," and a difficult shift in perspective and expectations by institutions, teachers, and parents.

Time based learning and subjective grading practices are firmly rooted in the education culture, often because they serve the needs and convenience of adults in the system.

The inertia to be overcome to win stakeholder support has a range of cultural roots. For example:

- As noted by the participants of Uncommon Discourse, the idea that public education is a sorting process among students assumed to have different learning aptitudes is badly outdated, unfair, and economically counterproductive yet still imbedded in some parts of our general culture. It may be most persistent among parents who succeeded themselves in that competitive paradigm and whose children are equally adept in navigating the current system of "getting good grades," even if such grades may indicate capabilities that students don't possess. Proficiency proponents will have to make the case to those wedded to the prevailing grading system that it frequently cheats students who get good grades as much as it does students who struggle.
- Parents, administrators, and teachers are all invested in time-based education, from the school calendar to the daily schedule. From the perspective of student learning, it may take some effort for them to see the limitations of a time-based system and the higher return of a proficiency-based system.
- The prerogative to assign grades as they see fit is deeply held among teachers, so much so that some collective bargaining contracts forbid teacher supervisors from altering an assigned grade under any circumstances, or only in exceptional cases. At the same time, grading practice in Oregon schools is rife with subjective factors that have nothing to do with student acquisition of knowledge and skills. Proficiency advocates say teachers should understand that they can retain the authority to determine student grades in a standards-based system, but as indicators of proficiency, not as instruments of reward, punishment, and control.
- Some teachers fear that they will have to adopt proficiency-based practice without adequate grounding and with unrealistic expectations for rapid student improvement. Programs that have succeeded so far have not put teachers in that bind; districts that adopt proficiency-based programs will have to avoid that pitfall.
- The top down, politically contentious, and muddied experience with CIM and CAM implementation has left segments of the public and some educators suspicious of education reform in Oregon. Even though proficiency-based education seems to have its strongest advocates at the local level among teachers and principals, there are likely to be skeptics who see it as yet another reform that is confusing, experimental, or too complicated.

Technical Challenges

Developing the wherewithal to support proficiency-based practice. Implementation at the local level will take vision, program leadership and top district leadership support, a game plan, capacity, resources, and patience, which are all attributes and assets necessary to turn any organization in a new direction. Judging from the experience of schools and districts that have begun proficiency-based programs, it doesn't appear that a lot of extra money is needed beyond existing professional development funds. It just has to be focused.

Training and hiring a cadre of teachers who buy into the proficiency-based approach. From a local perspective, this is the flip side of the state's capacity limitations in teacher education and in-service

training. Until teacher education institutions perceive local market demand, they are unlikely to adapt their programs in order to supply large numbers of teacher candidates ready for proficiency practice. Local districts probably would have to bridge this gap in the interim by using internal mentors and trainers, and by engaging private or nonprofit organizations that provide such service.

Whether to standardize standards. As noted earlier, Oregon schools can draw from a range of content and skill standards as a foundation for proficiency-based curriculum, assessment, and instruction. While most proficiency practitioners base much of their instruction on state standards, some also incorporate PASS, postsecondary, and industry standards. Some schools are also developing "power" or gateway standards – those which serve as keys or prerequisite for acquisition of other standards. This proliferation of standards has some proficiency advocates concerned that proficiency-based instruction, assessment, and assigned grades based on that assessment will begin to vary too much from school to school and district to district. The Credit for Proficiency Task Force, in fact, cited a need for consistent standards across schools and districts for that reason. On the other hand, some advocates worry that too much uniformity in standards across schools will stifle the judgment and initiative of local professionals. As proficiency-based practice grows, Oregon educators will have to address that tension.

Developing a sufficient body of rubrics to assess student proficiency. A rubric is a scoring guide that describes criteria for student performance and differentiates among different levels of performance within those criteria. Because rubrics set forth specific criteria, define precise requirements for meeting those criteria, and often assign numerical scores to each level of performance, they provide teachers with an effective, objective method for assessing student proficiencies that do not generally lend themselves to objective assessment methods. Rubrics also provide students with standards and expectations they can use to evaluate their performance while completing assignments.

Developing proficiency materials, especially classroom-level rubrics for scoring student work is a very large undertaking requiring training and release time for teachers, both of which require organizational encouragement and funding.

As noted earlier, Michael Bremont of Redmond estimates that between existing state rubrics and what has been developed in the field, no more than 10 percent of needed rubrics have been developed in Oregon. That would mean 90 percent of what is needed has not been developed, and, beyond that, new rubrics must be constantly developed as content and teacher material evolve. Rubrics are usually most effective when developed by teachers, and they take time to develop. Developing proficiency materials, especially classroom-level rubrics for scoring student work is a very large undertaking requiring training and release time for teachers, both of which require organizational encouragement and funding.

Expressing proficiency in the form of conventional grades. Even where students are assessed strictly on their proficiency levels in given knowledge and skill standards, other parts of the secondary and postsecondary education system still think in – and require – grades. So, all proficiency-based programs must have a method of expressing assessed proficiencies in terms of grades. For example, Beaverton's Health and Science High School and Scappoose High School score student proficiencies on numerical scales that are then translated into letter grades. Southridge and Redmond high schools, on the other hand, base grades directly on proficiency. In either system, students at the highest two levels typically are deemed proficient. Students at the higher of the two levels are sometimes viewed as advanced. Students below the proficiency level have to keep working until they are assessed as proficient.

New software products have come onto the market that make it easier for teachers to assess and grade students, and to report and analyze student performance data. One of the most prominent of these, which incorporates proficiency-based assessment, benefits from the expertise and collaboration of Robert Marzano.

Working within the confines of a time-based system. In an ideal proficiency-based system, students who learn faster than their peers are not held back, and students who learn slower are not abandoned or rushed

to meet the conclusion of the academic calendar. But in the context of a time-based system, proficiency programs are forced to make some compromises. In some of Oregon's proficiency programs, quick learners are steered into advanced proficiency studies or asked to mentor struggling students. Struggling students or students who have not been sufficiently diligent, are sometimes steered into intensive catch-up mentoring or after hours study as the school schedule draws to a close.

Collecting data to evaluate and improve proficiency-based practice. In daily and weekly classroom practice, and even in curriculum planning and development, teachers meeting informally or even more formally through professional learning community teams offer school districts a reliable way to collect and evaluate data and improve proficiency-based practice. However, it is useful for school districts to collect and analyze student performance data over a longer period of time – including follow-up results in postsecondary education – that can be used to evaluate and improve curriculum and instructional practice. Some school districts are creating what they call "data warehouses" for this purpose. Some of it can be generated though report card software, some cannot. The Oregon Data Project is making progress in developing a uniform class- and school-level data system that will enable student information to be uploaded securely to regional data warehouses, and from there to a state level data warehouse for analysis stripped of specific student names. Full operation of this system will be welcome. Redmond High School developed such data in building its proficiency-based program, but did so through personal interviews and through manual collection and tabulation of print records, a time-consuming process that would have been greatly aided by automated data collection and processing.

POLICY RECOMMENDATIONS

Make proficiency-based practice the definition of standards-based education. Oregon should adopt the official position that the standards-based education system it seeks to establish requires proficiency-based assessment and instruction.

At the secondary school level, require proficiency options and features that lead inevitably to proficiency adoption. State education policymakers should choose either of two implementation paths to accomplish a standards-based system defined by proficiency practice. The first path, which is less assertive, would involve either or both of two directives designed to offer students school-level choices in proficiency-based classes: 1) require high schools, and perhaps middle schools, at some defined date to guarantee every student the opportunity to earn a certain number of credits – or credits in a specified set of subjects – by proficiency; 2) require schools to offer a proficiency-based option in at least one class in any subject where more than one class section is available. This should be sufficient to jump start proficiency practice on a school-wide basis in districts across Oregon. The more assertive path would be to mandate proficiency-based *assessment* (but not necessarily instruction) for all content classes according to proficiencies defined in content standards. Because assessment based on standards tends to drive and define instruction, such a mandate would lead to proficiency-based instruction.

Define proficiency-based practice. There is a tendency for practitioners comfortable with traditional time- and grade-based instruction and summative-oriented assessment to say of proficiency-based practice, "Oh, we already do that." Overall, not likely. Proficiency-based practice should be defined by its salient characteristics, which are described in this paper and summarized in the table on page 4.

Preserve out-of-class experience in proficiency practice. As proficiency-based education moves into the classroom in favor of traditional assessment and instruction, out-of-class proficiency credit should not be lost or minimized as a learning venue. Real-world, hands-on experience tied to standards and proficiencies is a powerful, motivating learning experience for all students.

Increase state staff support. The Oregon Department of Education should continue and step up its support for the adoption of proficiency practice, perhaps by reconstituting the Credit for Proficiency Task Force as the Proficiency-Based Practice Office. This office should be given a mandate and adequate funding to hold regular state and regional conferences devoted to proficiency adoption, to develop media materials on proficiency, and to provide school districts with information, resource referrals, and site consultations on proficiency adoption.

Build professional learning communities. Oregon schools should be organized to operate as professional learning communities as defined on page 11 whether or not they adopt proficiency practice, but *especially* if they adopt proficiency practice. They should receive necessary staff development to operate in this fashion, and administrators should make ample time available in the daily and weekly schedule for their professional learning teams to work on student progress and instructional improvement.

Make proficiency-practice prominent in educator development. Through persuasion, incentives, targeted funding, and mandates if necessary, Oregon policy should align educator preparation and in-service training to focus substantially on standards-based, proficiency-based assessment and instruction. Proficiency-based practice should be part of the undergraduate and graduate curriculum for prospective administrators, teachers, and counselors at all schools of education, public and private. Faculty from schools of education should be encouraged to spend meaningful time in working classrooms learning about proficiency-based practice. One of Oregon's schools of education, whether public or private, should make a seed investment to develop a leadership role in proficiency research and advocacy, perhaps building an institute on proficiency practice by seeking foundation grant funding.

References

[1] "How 'Disruptive Innovation' Will Change the Way We Learn" by Clayton M. Christensen, Michael B. Horn, and Curtis W. Johnson. Education Week, June 4, 2008.

[2] *Knowing what Students Know, The Science and Design of Educational Assessment*. Committee on the Foundations of Assessment, James W.Pellegrino, Naomi Chudowsky, and Robert Glaser, *editors*. Board on Testing and Assessment, Center for Education, Division of Behavioral and Social Sciences and Education, National Research Council. National Academy Press, Washington, D.C.

[3] Stiggins, R.J. *Assessment Manifesto, A Call for the Development of Balanced Assessment Systems*, 2008. ETS Assessment Training Institute, Portland, Oregon. http://www.assessmentinst.com/forms/AssessManifesto-08.pdf

[4] Fisher, Douglas, and Nancy Frey. *Checking for Understanding: Formative Assessment Techniques for Your Classroom.*, 2007. Association for Supervision and Curriculum Development, Alexandria, VA.

[5] Marzano, Robert. *Classroom Assessment and Grading That Work*, 2006. Association for Supervision and Curriculum Development, Alexandria, VA.

[6] Black, Paul, and Dylan Wiliam. "Inside the Black Box: Raising Standards Through Classroom Assessment," October, 1998, Phi Delta Kappan, Vol. 80, No. 2. http://www.pdkintl.org/kappan/kbla9810.htm

Appendix A.4

Oregon's Achievement Index

The Oregon Achievement Index rating shows how well a school succeeds at teaching reading and mathematics on a scale from 0 to 133. The Achievement Index is computed by subgroup, and the overall index for the school is a weighted average of the indices of the all students, economically disadvantaged, limited English proficient, students with disabilities, American Indian/Alaskan Native, Hispanic, and black (not Hispanic) subgroups.

Based on student scores in reading and mathematics on the Oregon Assessment of Knowledge and Skills (OAKS), a school receives 133 points for every student who exceeds the grade-level standard in reading or mathematics, 100 points for every student who meets the standard, and 100 points for every student who begins far below grade level and reaches an ambitious growth target. The OAKS assessments are administered annually for grades three through eight. A tenth grade assessment is taken by high school students.

For students who neither meet benchmarks nor the growth target, the school receives no points. For minority, special education, limited English, and low-income students, the score is doubled (0 out of 266 possible if the student falls short, 200 if the student meets, 266 points if the student exceeds). The score for each student is averaged into a school-wide index.

Elementary and middle schools must score 90 points to be rated *outstanding*; high schools must score 80 points. Elementary and middle schools with a rating between 60 and 90 are rated *satisfactory*, as are high schools between 50 and 80. A score below 60 rates an elementary or middle school *in need of improvement*; a score below 50 results in that rate for high schools.

Appendix A.4

Core Values and Beliefs of Oregon School Reform

"Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental." ***W.E.B. Du Bois***

Historical Background

Transforming the education system in Oregon has been evolutionary. In the last 20 years Oregon has gone through several iterations of state standards for curriculum and instruction and the creation of innovative methods of measurement of student performance. Oregon was one of only two states that created voluntary certificates of mastery outlining essential skills students needed to be successful in the next phase of education, work, and life. These essential skills focused on qualities such as teamwork, communication, and work skills. Oregon was one of the first states to develop and utilize criterion referenced testing to more accurately determine if the specific standards at each grade level were being met by each student. Oregon was also the first state to see this system evolve into a computer adaptive model of assessment that provides students and teachers immediate results on student assessments to more effectively support instruction in the classroom. Oregon is one of only four states currently involved in national research on how to scale up proven innovative practices to larger numbers of schools

Oregon has shown a willingness to modify and adapt traditional descriptors of schooling if such a change provided more opportunity, relevance and meaning for students. For example, although Oregon requires a mandatory number of minutes of instruction in core curriculum content, it was one of the first to award credit based upon proficiency-based teaching and evidence-based learning. Oregon has traditionally looked at linkages between PK-12 standards and their connection to college and workforce ready proficiencies.

However, despite this history of innovation, levels of student achievement and high school completion remain at unacceptable levels, especially for students of color, students of limited English proficiency, and students with disabilities. It is clear that current strategies will not be sufficient to achieve the ambitious goals embodied in the new Oregon Diploma. Achieving the vision of mastery of rigorous content by all students requires going beyond the parameters of

high school reform and looking at the broader issues of systemic reform across all grades in order to create a continuum of high quality instruction informed with useful assessment data supporting well prepared teachers.

Core Beliefs

School reform initiatives in the state have focused on several underlying guiding principles that are based on research and have formed the framework for extensive professional development with district leadership teams.

- A fundamental belief that all students can and will achieve to a high standard of rigorous content and that the school's responsibility is to confront and eliminate barriers to equitable outcomes is essential to successfully closing the achievement gap.
- Successful schools and districts focus on an **instructional core** that places a well prepared **teacher** in a productive, supportive relationship with **students** in the presence of **rigorous content** for all students.
- District and state support, professional development, allocation of time and resources focus on the success of the instructional core.
- Schools that build upon collaborative work among teachers, staff and administrators and that utilize the expertise and support of parents and community-based organizations create sustainable change.

Oregon proposes to develop comprehensive efforts that reflect the core values of rigorous content, proficiency-based instruction and equitable outcomes for all students.

As the diversity of Oregon's student population has expanded, the state has had to come to terms with the achievement gap. The achievement gap can be attributed to an "opportunity gap" that provides some students access to rigorous content sequences while letting other students lag behind. Oregon's commitment that all students can attain high levels of proficiency given adequate time and necessary resources is driving decisions around content, curriculum, instruction and resource allocation.

To achieve the support system that will assure success for each and every student, the focus must be on the instructional core – the interaction of student, content and instruction. Teachers need the time, data and resources to work collaboratively on instructional improvement. Instructional opportunities need to be provided based on student need.

What does a system that supports the core beliefs look like and what structures are needed to build capacity?

The education system must exhibit a commitment to students and their families to continue to provide opportunities to learn until evidence of student work demonstrates the expected proficiency. The transformation requires moving away from definitions of credit that involve minimum instructional minutes and minimally acceptable levels of student performance to expectations that clearly identify learning objectives to be attained by all students. The system must include additional opportunities to learn for students in need. Students ready for more advanced work will also be challenged by rigorous content and requirements.

For success, the system requires assessment systems that provide both summative and formative assessments that provide teachers with accurate, timely and instructionally useful information in a format that is easily understood.

Throughout the evolution of school reform efforts in Oregon, critical quality indicators of effective systems have emerged.

I. High quality schools start with high quality instruction.

It begins with Leadership

Teacher and Administrator leadership is the key to instructional improvement and closing the achievement gap. Recent research by the Quality Education Commission indicates that high performing Oregon schools are characterized by teacher and principal leadership that focuses on instructional improvement. This is supported by the research literature.

A Commitment to high quality professional development must be maintained.

Research on professional development indicates that providing sustained, instruction-based professional development that links to teacher content and grade level is a key factor in improving student performance. The State Board has approved the national standards of the National Staff Development Council as guidance for promoting high quality professional development practices.

Professional development plans are a component of the Continuous Improvement Plan process and are a requirement in Oregon Administrative Rule (OAR 581-022-0606). Title IIa federal dollars are provided for professional development in most districts. These funds are best used to target professional development activities that reflect national research.

Support to teachers is essential.

The single, most important thing we can do to improve student achievement is to support teachers to continually improve the quality of instruction. The Quality Education Commission research on best practices indicates that providing time to allow teachers to work together on instructional improvement and targeted instruction was one of the central characteristics of Oregon schools that are successfully closing the achievement gap.

Effective teachers need high quality data to inform their instruction.

The Oregon Data Project is working to bring comprehensive data and data training together in a package that builds capacity to apply correct strategies and to use the correct data at the correct time. However, we have learned that we must provide additional support for creating formative assessments and other assistance that focus on improvement of instruction in an ongoing, systematic way in every classroom. This goes beyond improving use of our existing summative data in the OAKS system and would add a local dimension of routine analysis of the progress of each student toward meeting state standards.

II. Every student must receive High-Quality Content

This means more for everyone.

For students to succeed in post-secondary education and work, they will need to be exposed to more rigorous content throughout the K-12 system. It is clear that significant improvement is needed in the level of access to and success in rigorous courses taken by Oregon students.

We are moving to proficiency-based instruction for evidence-based learning.

Historically, course content has been defined as a unit of time, *i.e.*, a unit of credit is defined as "classroom or equivalent work in a course of at least 130 clock hours" (OAR 581-022-0102). The Oregon Diploma marks a significant departure from this basic definition by requiring that all students be afforded the opportunity to earn credit on the basis of proficiency. This will require that the definitions of "sufficient" evidence of proficiency and a clear definition of "proficiency" be developed for such units of credit.

Time in this type of environment becomes a variable, not the definition of credit; and the quality of demonstrated knowledge and skill becomes the standard. Some students may be able to demonstrate in more or less time than 130 clock hours, and they may be able to demonstrate a level of proficiency through performance that is equivalent to the course requirements without taking the course.

III. Every student must receive the most appropriate opportunity to learn.

Restructuring aggressive interventions and support is effective.

"Opportunity to Learn" is a simple concept to grasp: if we hold students accountable for a set of criteria upon which a decision is made, *e.g.*, to award or deny a diploma, we assume responsibility for providing that student an appropriate opportunity to learn the material for which they are responsible. Basically, we cannot deny them something based on something we did not teach them.

Some students have barriers to provision of opportunity, such as limited English proficiency, poverty, historic discrimination, racial and ethnic bias, etc.

The State and local districts, therefore, face a moral and legal responsibility to provide an instructional program that assists all students in learning to the same standards and does not deny opportunity on the basis of race, language of origin, handicapping condition, poverty, gender, or ethnicity.

Rather than waiting until the end of high school for evidence of failure to appear, it is more instructionally effective and more cost effective to restructure early interventions and sustain interventions over time to assist students across the continuum of instruction.

Early learning is an essential component of high performing systems.

There is an abundant amount of research that emphasizes that strong early childhood education programs, especially for children from low-income families, have lasting positive impact on student achievement and other indicators, such as dropout rates, high school completion rates, delinquency rates, and so on.

We have made significant progress in meeting the early childhood objective for children of poverty. We need to do more, however, to close that final gap.

We do not know how many children in general, regardless of income, are benefiting from early childhood education programs.

Progress will require a set of clear indicators and benchmarks for success.

The entire PK-12 system can be analyzed as a delivery system to prepare all students for the transition to the next stage of their educational and career development with the diploma as the final performance indicator. New measures of student and school growth and effectiveness provide powerful tools with which to look at school and system effectiveness.

There is a critical policy issue involved in making sure that students are given appropriate opportunity to learn and additional support to meet the high school diploma requirements.

Should all students below diploma proficiency be provided additional opportunities to learn? We believe this could be a civil rights issue if we do not provide appropriate opportunities for students to achieve at standard level.

Closing the achievement gap is not optional.

We must have the courage to raise issues of equity and race in all our conversations about school quality. Closing the gap requires being able to accelerate the rate of attainment of standards in different populations so that all students are able to attain state standards. Doing so should not be at the expense of slowing down the rate of achievement of students already performing at or above standard.

State data cannot be silent about the achievement gap. Rather, by having clear accountability data and making improvement in closing the gap a component of accountability, we believe improvement will come. We have seen evidence of this at the elementary and middle school level in Oregon.

What are the characteristics of an education system that can achieve these outcomes?

The challenge we face is to create an improvement process grounded in research and built upon mutually identified and shared expectations of what the next steps are. While others may view this as establishing "top down" mandates, Oregon's position is that change works best when those implementing the change have participated in the planning and development of the changes needed to reach mutually agreed-upon goals. A set of four national goals has emerged as the U.S. Department of Education implements the American Recovery and Reinvestment Act and prepares for reauthorization of the Elementary and Secondary Education Act:

- *Make progress towards rigorous college-and-career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students, and students with disabilities.*

Significant work is underway in Oregon to elevate state content standards and to focus on college- and workforce-readiness. Oregon has agreed to participate in a new effort through the

National Governors Association and the Council of Chief State School Officers to study the feasibility of establishing national standards and assessments that are internationally benchmarked. Oregon is fortunate to have some of the nation's top leaders in defining "college readiness" in course content and delivery. In addition, Oregon's national leadership in computer applications to student assessment opens many possibilities for how we assess student performance and how we make that information available and useful to teachers and parents.

- *Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers.*

A wide variety of efforts to improve teacher effectiveness are underway in Oregon, involving many stakeholders. School, university, and community partners are participating in preparing teachers to address issues of equity and race, providing proficiency-based instruction, mentoring of new teachers, and implementation of effective instructional practice. The adoption by the State Board of Education of national standards for professional development as guidance for future development provides an important policy framework in this area. Oregon has recently been accepted in the national network of the National Council on Teaching and America's Future. Oregon is well positioned to address how to improve teacher and administrator preparation, continuing professional support, and ensuring that all students have excellent instruction from caring, competent, highly qualified educators.

- *Establish and use a longitudinal data system to track progress and foster continuous improvement.*

Oregon is poised to make final linkages of data systems across the entire PK-20 spectrum. Unique student and teacher identifiers and a network of data warehouses are already in place to provide more access to data by more users in the state. The State has developed the capacity to track each individual student in the state across grade levels and to easily transfer information from one institution to another. The computer adaptive testing system in the state provides immediate access to critical student performance information on students at the classroom level. What lies ahead is to harness this capacity in a way that provides more useful information for instruction; more accurate measures for accountability, such as the

implementation of the new Oregon Growth Model; more interagency sharing of data to gauge PK-20 system progress; and creation of a "data culture" in which professionals are fully prepared to make the most effective use of our powerful data tools.

- *Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring.*

Oregon has implemented an effective model of "Continuous Improvement Plans" in which data and budget information come together in a comprehensive planning document. Schools that do not successfully meet the academic needs of students are identified using state data. However, implementations of improvement efforts tend to center around schools receiving federal funding. A first step is to more systematically implement in all schools the emerging knowledge about the effective practices of high performing schools. Beyond this, a critical need is to clarify the accountability framework in state and federal law, the progressive steps for improvement and the available resources needed to assist schools whose data indicate that more direct intervention is necessary.

In the table following, a summary of some of the current activity in Oregon in these four core reform areas is provided. A solid base of activity exists from which a more bold and comprehensive state level strategy can be formulated.

What are next steps for getting us there?

Ron Heifetz, in *Leadership on the Line,* challenges us to move beyond the technical changes to the system that we already know how to do based upon our current level of knowledge of the system and move toward the "adaptive challenge" of accepting that we do not know all that we need to know to reach our objective of all students receiving rigorous content within an effective relationship with a teacher. If we knew how to accomplish this for every student in every school, we would have implemented it already. The PK-20 system can become a true learning organization focused on studying, innovating, and learning from each other to identify the components of a high-performing system in Oregon. It is beginning to define these components and putting them in place throughout the system that represents the adaptive challenge we face.

In order to achieve this new system, it will require taking successful models that currently exist to scale and helping successful programs reach sustainability. We must help districts focus on providing a comprehensive, "whole child" curriculum.

To assure success, all educators must be culturally competent and able to implement effective practice with diverse student populations. This will require increased educator development and leadership. Creating a professional development framework that covers the continuum of professional service over the course of one's career needs to be in place.

Closing Statement

The purpose of this document has been to affirm some of the core values and beliefs that have characterized Oregon educational reform in the past. While Oregon has accomplished a great deal, moving to the goals of equity, proficiency, and rigor that we seek for every student will require new, bold steps to bring high standards and assessments, high quality teachers, superior data systems, and strategies for improvement of all schools into reality. Education professionals and community members alike share in reaching this target. Our challenge is to not only define the changes we seek but to also define what each sector can contribute to successfully implementing those changes.

Race to the Top
Environmental Scan
Core Reforms

College- and Workforce-ready Standards and Assessments	Highly Qualified Teachers Assigned to High Needs Schools	Use of Longitudinal Data Systems to Focus on Instructional Improvement	Successful Intervention Strategies for Low Performing Schools	Interventions to Improve Student Achievement
High School diploma focused on post-secondary success, demonstration of proficiency and essential learning skills. Proficiency-based high school diploma, core credits with rigorous content and required demonstrations of proficiency in essential skills. Developed multiple measures of essential skills.	Teacher Mentoring program with research on impact on training of mentors. Using New Teacher Center and best practices in preparation of mentors.	Data quality project KIDS Initiative Stage 3 funding approved. Working on stage 4 grant.	Response to Intervention/Positive Behavior Supports "Scaling Up" Project. National and local university partners engaged with the state.	Extended day: community school projects. Projects endorsed and promoted by Commission on Children and Families.
OLN/Harvard ExEL Leadership development: instructional core, equity, rigorous standards for all. Working with 26	Projects focused on proficiency-based instruction: • Redmond HS • Scappoose HS • Forest Grove HS • Center for Applied	Integration of data systems with higher education. Creating capacity to link data systems across the Pk-16 continuum.	Teaching Learning Connection focused on preparing teachers to effectively use data at the classroom and school level to target instruction and monitor	State-Funded extension of Head Start in Oregon Head Start Program

districts representing 50% of state enrollment.	Learning • Southridge • Small Schools Initiative schools		progress.	
Board approval of performance standards for proficiency in essential learning schools.	NCTAF Teacher Quality Initiative participation. Statewide teacher quality planning collaborative underway.	Online student assessment system linked to classroom teachers	Revision of state Accountability System to more accurately identify schools in need of improvement. State law modified to reduce conflict between state and federal law on accountability.	Oregon Virtual School District brings expanded content, personal planning tools and advanced courses to all students without charge.
Revision of state standards; development of "Core Standards" methodology	University partnerships with districts: • Portland State/Beaverton/Portland • U of O/South Lane/Springfield • OSU/surrounding districts • WOU/Minority Teacher recruitment	Implemented a system of data warehouses that open more access to data, sharing data across districts and providing more opportunity for research.	Quality Education Commission research on state effective schools: leadership, use of time, professional development, data, focus on equity and community engagement.	Oregon Opportunity Grants opening access to post-secondary education to more students.
Definition of College-Ready research at University of Oregon	Board-adopted National Staff Development Council national standards as guidance for professional development.	Development and implementation of a Growth Model that provides longitudinal projections on students' performance and clearly	Online School Improvement Plan Process links data, targeted outcomes and financial resource allocation to school	Dual Credit/ Expanded Options program brings more students college credit prior to graduation from HS.

		understood instructional targets.	improvement. School improvement specialists in place and working with schools through Education Service Districts.	
Statewide Literacy Initiative developed a comprehensive literacy framework upon which to build successful literacy programs.	Business partners strongly committed and assisting with building proficiency-driven reform: • Business Education Compact • Employers for Educational Excellent (E3)	There is state history of linking High School Performance indicators to predictions of post-secondary success, e.g., PASS System. System in place to focus on moderation of teacher judgment to standards	Leadership development partnership with districts, OEA, COSA, OSBA, Universities, Legislators, Business Leaders, and Nike Foundation.	Chalkboard Project: *Black Parent Initiative* to focus on data and improvement strategies linked to African American Student Performance.
Developing research capacity to follow students from high school into community college and university to focus on preparation and standards.	Chalkboard Project: *CLASS* working with districts to demonstrate ways to enhance teacher compensation linked to teacher performance.	Work underway at University of Oregon, Center for Education Policy Research, on linking college standards to high school course content.	OEA Center for Teaching and Learning: statewide training on instructional improvement	Partnership with Mexico to implement Plazas Comunitarias and utilize Spanish-language materials aligned to Oregon Standards. Teacher exchanges provide valuable cross-cultural experience for Oregon teachers.
Agency provides web-based and regional training in strategies to align curriculum and instruction with standards and to use	OEA statewide training initiative on cultural competency and teaching.	Development of online English Language Proficiency assessment provides immediate feedback to teachers on language acquisition.	Celebrating School Success program identifies schools successful in closing the achievement gap over multiple years.	Provide funding through a state level federal grant to expand Advance Placement course and exam participation for low

data in planning, e.g., REAL website.				income students and provide planning grants to high schools to develop and implement Advanced Placement courses. Oregon is 5th nationally in increasing AP participation.
	Courageous Conversations about Race training in some districts. Leadership training in equity provided by National Equity Center.	Development of 3rd grade Spanish language reading assessment underway.		Education Credit Management Corporation (ECMC) provides ten students from eight highs schools in Oregon an opportunity to earn $6,000 in scholarships to encourage low-income students to attain a college education. In 2009, 77 Oregon students received awards

SUSAN CASTILLO
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 378-3569 • Fax (503) 378-5156 • www.ode.state.or.us

TO: Reading First District Leaders, Superintendents

FROM: Joni Gilles (b)(6)

RE: Continuation Application

We are midway through our second year of implementation and it is time for each district, and each participating school within the district, to reapply for continued Reading First funding.

Accountability is a key component of Reading First and Oregon, like all states, must demonstrate that funded schools are making adequate progress in meeting Reading First goals and objectives, including the major objective of having all children read at grade level by grade 3. The federal Reading First guidance states that, "…continuation awards to local educational agencies must take into account the progress made in improving reading achievement and implementation of the program as defined in its sub grant application." It further states that funding may be "discontinued to any local education agency that is not making substantial progress." (Federal Guidance H14, H15, and H16).

The application for continuation process consists of the following components:

A. Summary and Analysis of Student Performance
B. Fidelity of Implementation
C. Leadership
D. District Support
E. Budget

Each RF school applying for continuation of funds will answer all of the questions in sections A, B, and C. Please limit your response to no more than 7 pages. The district will answer all of the questions in section D. Please limit your response to no more than 3 pages. In addition, each district will submit its mid-term budget report (section E).

Applications are to be submitted to ODE and are due on April 1, 2005. ODE will schedule meetings with each district following the review of the continuation application.

SUSAN CASTILLO
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 378-3569 • Fax (503) 378-5156 • www.ode.state.or.us

Oregon Reading First
Cohort A-Continuation Application
Summary and Analysis of Student Performance

District _____

School _____

Section A: Summary and Analysis of Student Performance

1. Using your DIBELS data from last year (2003-2004), identify and document one essential instructional component (e.g., phonemic awareness, alphabetic principle, oral reading fluency) in which all or most of your students met the DIBELS benchmark goal. For example: (a) your 2004 winter to spring Summary of Effectiveness DIBELS reports indicate that all first grade strategic students reached the end ORF goal of 40 wcpm; or (b) your DIBELS 2004 winter to spring Summary of Effectiveness reports indicate that 80% of all kindergarten students reached the end of year PSF goal of 35. Please attach all data report summaries used in this analysis.

2. Using your end of year DIBELS data from last year (2003-2004), identify and document one area (e.g., phonemic awareness, alphabetic principle, oral reading fluency) in which your students did not meet the DIBELS benchmark goal and further improvement is most strongly needed. For example: (a) your 2004 winter to spring Summary of Effectiveness DIBELS reports indicate that only 18% of second grade strategic students reached the end of year ORF goal of 90 wcpm; or (b) your 2004 end of year School Report indicates that 50% of third grade students are at risk for reading difficulty. Please attach all data report summaries used in this analysis.

3. Explain how you addressed the needed improvement in item #2 in the fall of 2004. For example: (a) all second grade strategic students received additional instruction in phonics using Touchphonics and additional instruction in fluency using Read Naturally; or (b) all third grade intensive students received intervention daily in Corrective Reading for 45 minutes. What changes in your DIBELS data have you seen so far this year in the area needing further improvement? Please attach all data reports and fall CSI maps used in this analysis. Please highlight the changes made to the CSI maps based on your data analysis.

Section B: Fidelity of Implementation

1. Explain how often and how long grade level teams meet to analyze student data. Describe what student data are discussed and how instructional adjustments are made based on data? How often does the principal participate in these meetings? Please attach a copy of your 2004-2005 meeting schedule and meeting agendas for October and November.

2. Is the reading coach expected to perform duties that fall outside of the Oregon Reading First coach's job description? If yes, please describe those duties and the frequency with which they are performed. Attach a copy of the coach's schedule.

3. The fall fidelity observations were to be submitted to the regional coordinator for all teachers no later than January 15. How does the coach use the information collected on the fidelity

SUSAN CASTILLO
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 378-3569 • Fax (503) 378-5156 • www.ode.state.or.us

observations? Please verify that all fidelity observations were completed and submitted by the due date. If they were not, please explain.

4. One of the requirements for Oregon Reading First is to collect lesson progress reports (LPRs) on a monthly basis. Please describe your process for collecting and using LPRs. Attach a copy of your second grade November 2004 lesson progress report.

Section C: Leadership

1. How often does the school principal observe instruction in the classroom during Reading First time? What procedures are used by the principal to determine which classrooms to observe? On average, how long do these observations last? Does the principal use specific observation forms or instruments? If yes, please describe these procedures and attach a blank copy of the observation forms.

2. One of the requirements of Reading First is that ***all*** Reading First staff, including principals, is to attend all Reading First Institutes (IBRs) on Beginning Reading and all Leadership Sessions. Have you have satisfied this requirement? If not, please explain.

Section D: District Support

1. How often does the district team meet for the purpose of analyzing district wide Reading First data? How does the district determine if schools are implementing Reading First as intended? What steps are taken to assist schools that are not on track to meet end of year reading performance goals?

2. One of the requirements of Reading First is that ***all*** Reading First district team members attend all Reading First Institutes on Beginning Reading and all Leadership Sessions. Have you satisfied this requirement? If not, please explain.

3. One of the requirements of Reading First is that ***all*** new K-3 teachers in funded schools must be trained in the requirements of Reading First. Please identify the date, amount of time, and location devoted to this training last fall. If this requirement has not been satisfied, please explain.

4. Explain the district's established plan for ongoing communication and collaboration with school principals and reading coaches to maintain a shared focus on Reading First.

Section E: Budget

Approval of Mid-Term Budget Report (submitted to ODE by January 21, 2005)

NAEP OREGON
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Achievement Gaps in Oregon's Results on the 2007 National Assessment of Educational Progress

What is an achievement gap?

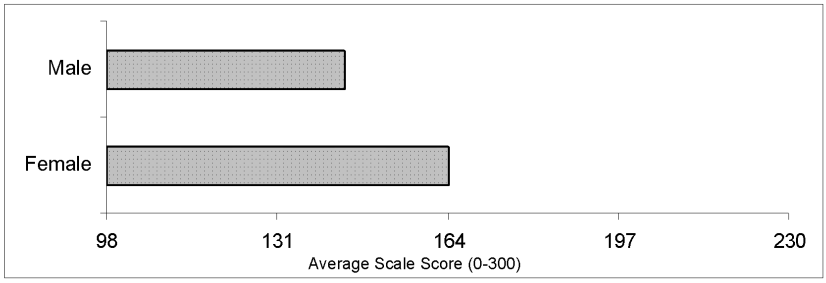
"Achievement gap" is a difference in what distinct groups of students know and can do in important subjects such as math and reading.

How can we find and describe achievement gaps?

One way we find achievement gaps is by comparing test scores for groups of students. One way we describe gaps is by subtracting the average of a lower scoring group from the average of a higher scoring group.

Example

Writing, Grade 8
U.S. Public Schools, NAEP 2007

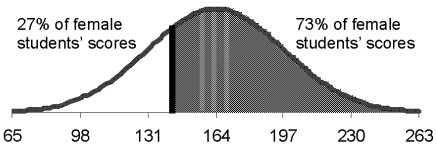


In U.S. public schools, female students tend to score higher than male students on writing tests such as the National Assessment of Educational Progress (NAEP). On the 2007 NAEP 8th grade writing test, the average score for female students was 164. The average score for male students was 144. The achievement gap between females and males was 20 points (164 minus 144).[1]

How large is this achievement gap?

Is this 20-point gap a real concern for teachers and parents? Yes! The average score for male students falls at the 27th percentile of female students' scores. This is a large gap.[2]

Score Distribution for Female Students

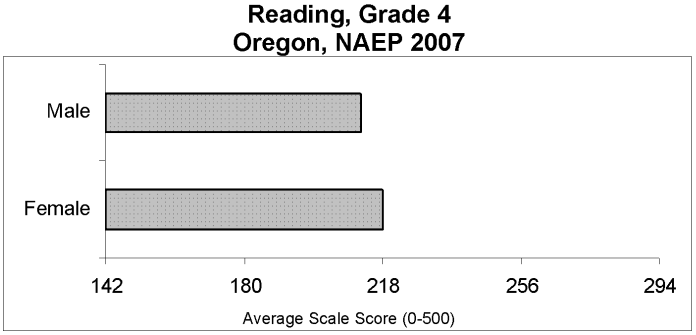


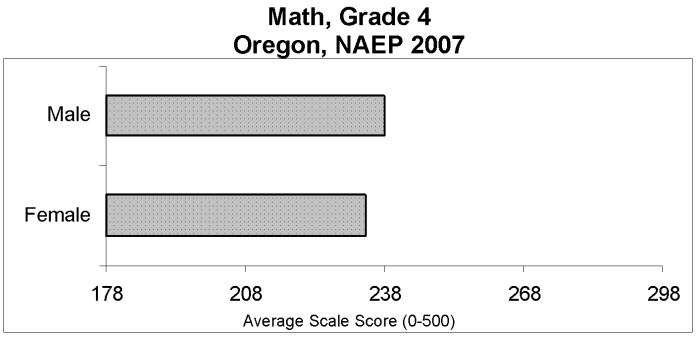
The black line in the graph marks the average score for male students. If there were no gap, this line would divide the graph in half. Instead, the line falls in the lower part of the graph, showing that 73% of females scored higher than the average score for males.

Do achievement gaps exist in Oregon?

Yes. The 2007 NAEP math and reading results for Oregon's 4th and 8th graders reveal achievement gaps between several groups of students, including females and males; economically advantaged and disadvantaged students; and students from different racial/ethnic groups.

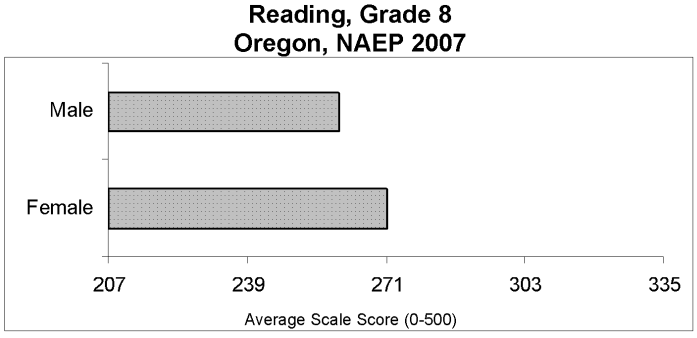
Between Females and Males





On the 2007 NAEP reading test for 4th graders, the average score for female students was 218. The average score for male students was 212. The achievement gap between females and males was 6 points. The average score for males fell at the 44th percentile of females' scores. This is a small gap.

On the 2007 NAEP math test for 4th graders, the average score for male students was 238. The average score for female students was 234. The achievement gap between males and females was 4 points. The average score for females fell at the 45th percentile of males' scores. This is a small gap.

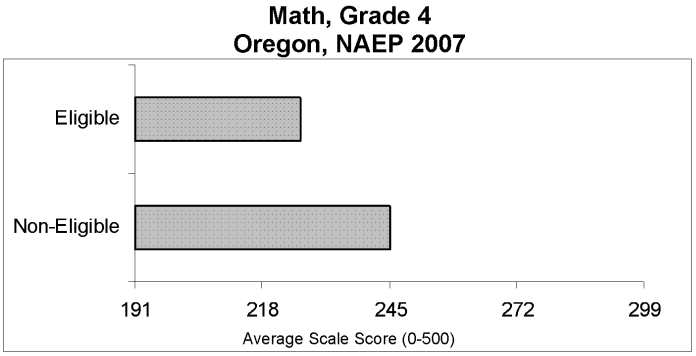


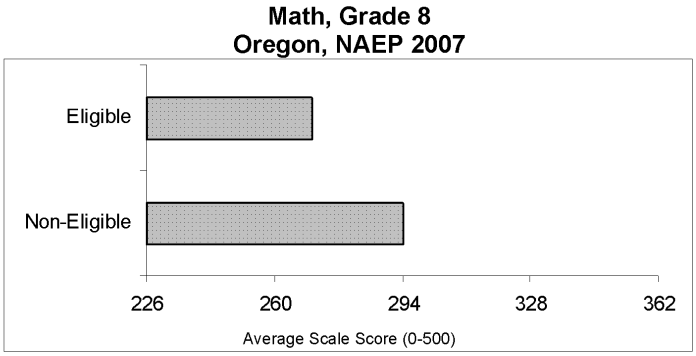
On the 2007 NAEP reading test for 8th graders, the average score for female students was 271. The average score for male students was 260. The achievement gap between females and males was 11 points. The average score for males fell at the 37th percentile of females' scores. This is a mid-sized gap.

There was no statistically significant difference between female and male 8th graders' scores on the 2007 NAEP math test.

Between Economically Advantaged and Disadvantaged Students

Eligibility for free or reduced price meal benefits through the National School Lunch Program is the most commonly used indicator of economic disadvantage. It is the indicator used in NAEP.





On the 2007 NAEP math test for 4th graders, the average score for non-eligible students was 245. The average score for eligible students was 226. The achievement gap between non-eligible and eligible students was 19 points. The average score for eligible students fell at the 24th percentile of non-eligible students' scores. This is a large gap. On the 2007 NAEP reading test, the gap was slightly larger between these two groups.

On the 2007 NAEP math test for 8th graders, the average score for non-eligible students was 294. The average score for eligible students was 270. The achievement gap between non-eligible and eligible students was 24 points. The average score for eligible students fell at the 24th percentile of non-eligible students' scores. This is a large gap. On the 2007 NAEP reading test, the gap was similar between these two groups.

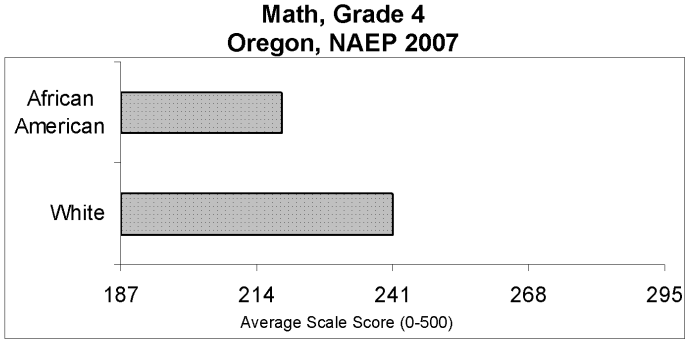
Between Racial/Ethnic Groups

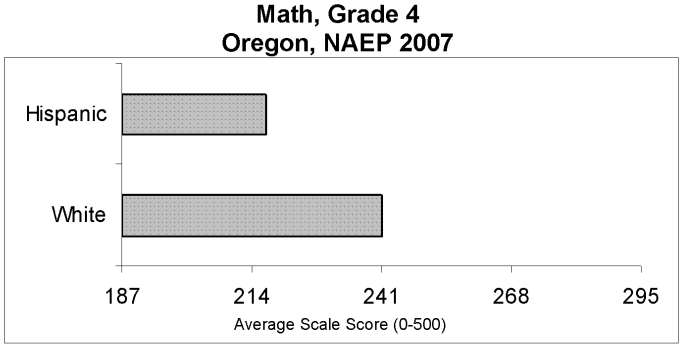
NAEP uses five racial/ethnic categories. The percentage of Oregon 4th and 8th graders in each category is presented in the table. Unlike Oregon's assessment of knowledge and skills (OAKS), NAEP does not report results for multi-ethnic students.

Racial/Ethnic Group	Percent of 4th Grade Population[3]
African American	3%
Asian/Pacific Islander	5%
Hispanic	17%
Native American	2%
White	71%

Racial/Ethnic Group	Percent of 8th Grade Population[3]
African American	3%
Asian/Pacific Islander	5%
Hispanic	15%
Native American	2%
White	73%

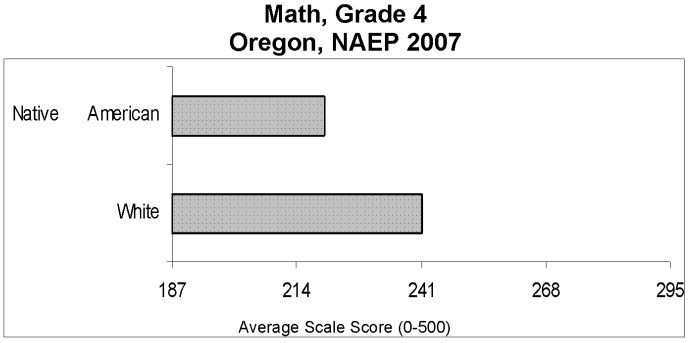
On the 2007 NAEP math test for 4th graders, the average score for African American students was 219; for Asian/Pacific Islander students, 249 ; for Hispanic students, 217; for Native American students, 220; and for White students, 241. Achievement gaps existed between White students and African American, Hispanic, and Native American students. The difference in average scores between Asian/Pacific Islander and White students was not statistically significant.





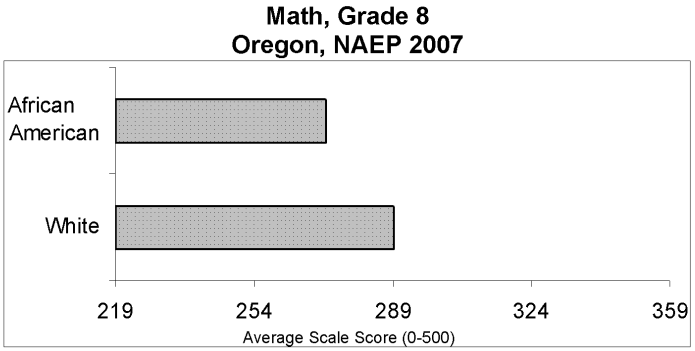
The achievement gap between African American and White students was 22 points. The average score for African American students fell at the 23rd percentile of White students' scores. This is a large gap.

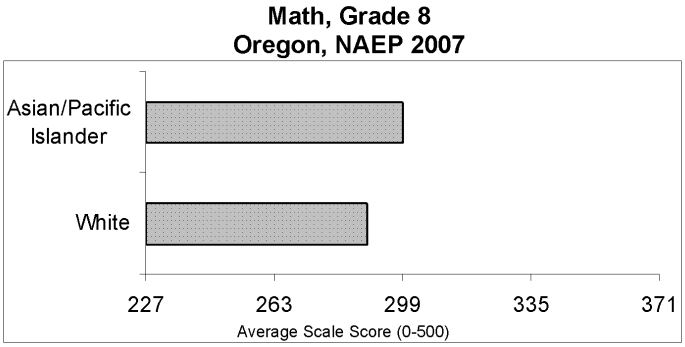
The achievement gap between Hispanic and White students was 24 points. The average score for Hispanic students fell at the 19th percentile of White students' scores. This is a large gap.

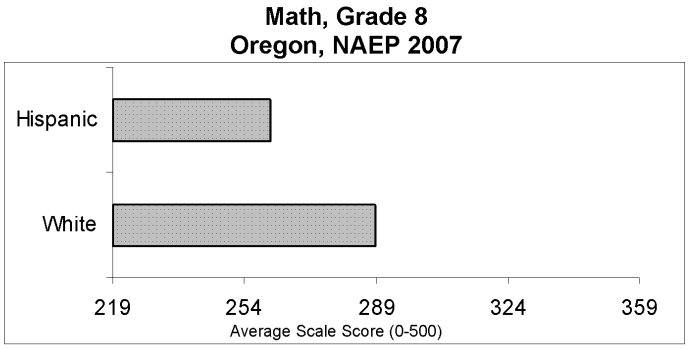


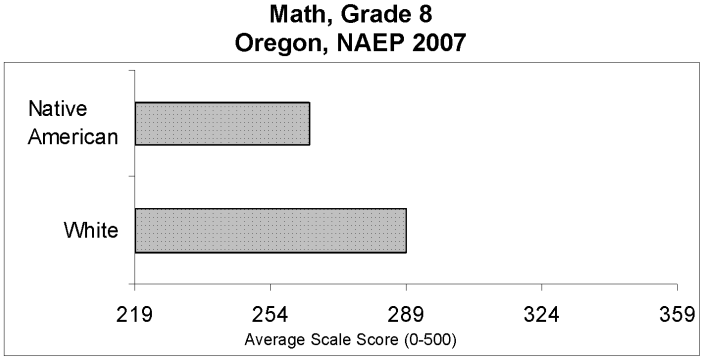
The achievement gap between Native American and White students was 21 points. The average score for Native American students fell at the 24th percentile of White students' scores. This is a large gap.

The gaps between scores for White students and both African American and Hispanic students on the 2007 NAEP reading test were similar to the gaps on the 2007 NAEP math test. The gap between scores for White and Native American students on the 2007 NAEP reading test was smaller than the gap on the 2007 NAEP math test.









On the 2007 NAEP math test for 8th graders, the average score for African American students was 272; for Asian/Pacific Islander students, 299; for Hispanic students, 261; for Native American students, 264; and for White students, 289.

The achievement gap between African American and White students was 17 points. The average score for African American students fell at the 32nd percentile of White students' scores. This is a mid-sized to large gap.[4]

The achievement gap between Asian/Pacific Islander and White students was 10 points. The average score for White students fell at the 39th percentile of Asian/Pacific Islander students' scores. This is a mid-sized gap.

The achievement gap between Hispanic and White students was 28 points. The average score for Hispanic students fell at the 21st percentile of White students' scores. This is a large gap.

The achievement gap between Native American and White students was 25 points. The average score for Native American students fell at the 23rd percentile of White students' scores. This is a large gap.

The gaps between scores for White students and both African American and Hispanic students on the 2007 NAEP reading test were similar to the gaps on the 2007 NAEP math test. There were no statistically significant gaps between scores for White students and either Asian/Pacific Islander or Native American students on the 2007 NAEP reading test.

How do we explain achievement gaps?

There is no final answer to this question. Research has focused on both out-of-school and in-school factors associated with gaps. Some out-of-school factors are parenting practices and student mobility. Examples of in-school factors are teacher quality and school safety.

Additional Information

Results from the National Assessment of Educational Progress can be viewed on the NAEP Data Explorer web site at http://nces.ed.gov/nationsreportcard/naepdata/. For more information about NAEP in Oregon, contact Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us.

[1] All NAEP data are estimates based on samples and have associated standard errors. The standard errors can be viewed on the NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.
[2] Classification of gap size is based on Cohen's guidelines for interpreting effect size.
[3] Population estimates are from the NAEP samples of Oregon's 4th and 8th graders for the 2007 math assessment.
[4] The small sample size for African American 8th graders results in a large standard error associated with the average scale score for this group.

Summary of 2007-08 Graduation and Dropout Rates

As required by the federal No Child Left Behind Act, Oregon now provides dropout and graduation rates by Gender, Economically Disadvantaged, Limited English Proficient, Special Education, and Talented & Gifted (TAG). See the table below for these rates:

Oregon 2007-08 Statewide High School Graduation Rates & Dropout Rates

Demographic Characteristic	Enrollment	Dropouts	Graduates	Graduation Rate	Dropout Rate
All students	182,340	6,678	34,949	83.96%	3.66%
Asian/Pacific Islander	8,373	217	1811	89.30%	2.59%
Native American/Alaskan Native	4085	235	725	75.52%	5.75%
African American	5,414	381	830	68.54%	7.04%
Hispanic	25,298	1,611	3,849	70.49%	6.37%
White	133,436	3,959	26,846	87.15%	2.97%
Multi-Ethnic	2,859	124	475	79.30%	4.34%
Unknown	2,875	151	413	73.23%	5.25%
Female	87,938	2,948	17,697	85.72%	3.35%
Male	94,402	3,730	17,252	82.22%	3.95%
Economically Disadvantaged	72,413	2,509	11,021	81.46%	3.46%
Not Economically Disadvantaged	109,927	4,169	23,928	85.16%	3.79%
Limited English Proficient	14,714	977	1487	60.35%	6.64%
Not Limited English Proficient	167,626	5,701	33,462	85.44%	3.40%
Special Education	22,141	790	2,436	75.51%	3.57%
Not Special Education	160,199	5,888	32,513	84.67%	3.68%
Talented and Gifted	18,446	109	4,273	97.51%	0.59%
Not Talented and Gifted	163,894	6,569	30,676	82.36%	4.01%

HS graduation/dropout rates

Fall Headcount, Actual and Projected 1998 through 2017[1]

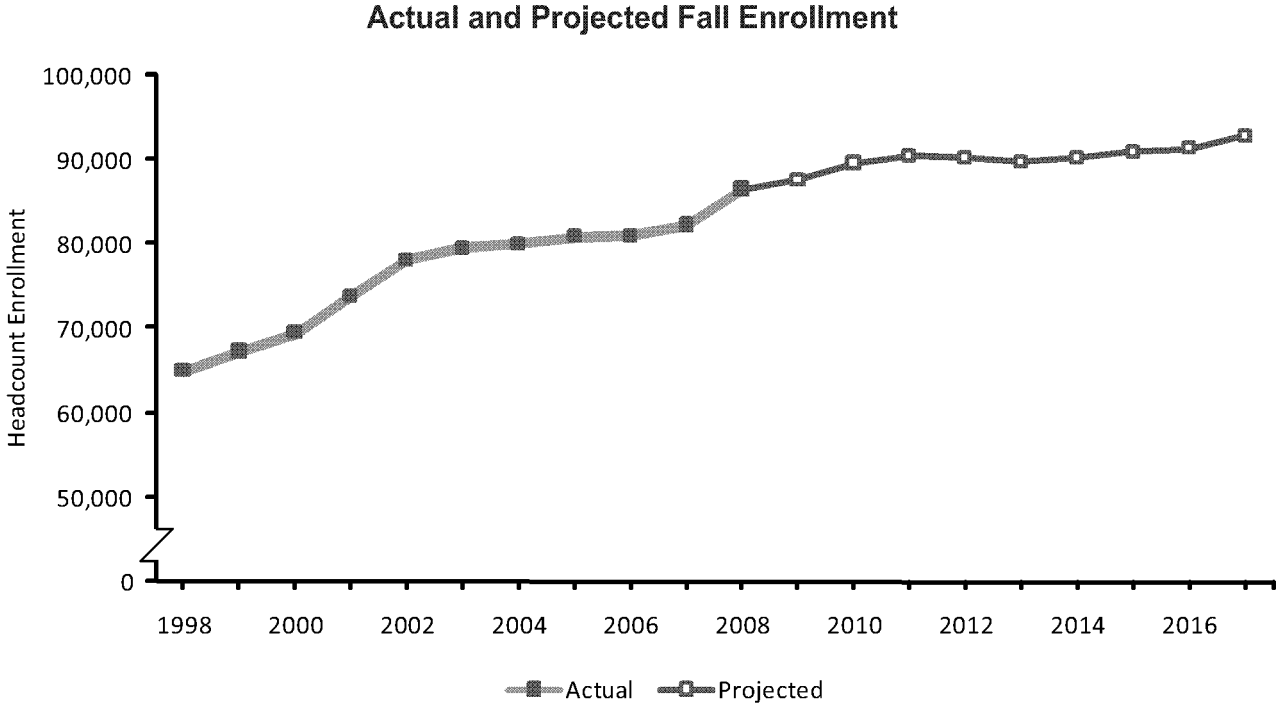
	EOU	OIT	OSU Corvallis	OSU Cascades[2]	PSU	SOU	UO	WOU	Total
1998 (Actual)	2,460	2,679	15,197	-	17,303	5,465	17,366	4,519	64,989
1999	2,611	2,814	16,061	-	18,317	5,751	17,278	4,515	67,347
2000	2,784	2,842	16,777	-	19,029	5,502	17,843	4,731	69,508
2001	2,978	3,088	18,032	245	20,185	5,469	19,008	4,878	73,883
2002	3,418	3,139	18,774	387	21,841	5,478	20,044	5,030	78,111
2003	3,287	3,236	18,974	373	23,117	5,505	20,034	5,032	79,558
2004	3,338	3,373	19,159	438	23,486	5,161	20,339	4,772	80,066
2005	3,533	3,351	19,236	491	24,015	4,989	20,394	4,879	80,888
2006	3,425	3,157	19,362	495	24,284	5,002	20,388	4,889	81,002
2007	3,433	3,318	19,753	497	24,999	4,836	20,376	5,037	82,249
2008	3,666	3,525	20,320	510	26,587	5,082	21,507	5,349	86,546
2009 (Projected)	3,660	3,599	20,520	523	26,661	4,956	21,978	5,653	87,550
2010	3,745	3,775	20,895	533	27,309	5,027	22,386	5,958	89,627
2011	3,774	3,850	21,083	539	27,492	5,054	22,595	6,106	90,494
2012	3,759	3,849	21,073	543	27,352	5,035	22,452	6,105	90,168
2013	3,738	3,827	21,008	549	27,218	5,026	22,277	6,072	89,715
2014	3,763	3,841	21,090	563	27,428	5,080	22,326	6,090	90,182
2015	3,803	3,864	21,245	581	27,727	5,155	22,479	6,115	90,968
2016	3,818	3,860	21,332	594	27,836	5,200	22,578	6,109	91,326
2017	3,884	3,907	21,637	617	28,327	5,315	22,910	6,177	92,772

NOTE: Headcount is total enrollment and includes all extended enrollment.

[1] This projection was made in June 2008. Because fall 2008 enrollment exceeded forecasts, the figures for subsequent years may be too low.

[2] OSU Cascades Campus opened in fall 2001 as a branch campus of Oregon State University.

Source: OUS Institutional Research Services.



Appendix A.10

ESEA and NAEP Results
Analysis of the Data

State Assessments

About the Data

The accompanying charts and spreadsheets include statewide assessment data for 2003-04 to 2008-09 in reading, mathematics, and science. Readers of the data should note that

- The data for each reporting year are based on students who were attending school in Oregon on the first school day in May.
- All extended assessments are included in the "not met" counts.
- The limited English proficient subgroup excludes students who have exited an ELL program and are in monitoring status.
- Accountability for assessments in grades 4, 6, and 7 began with those administered in 2005-06.
- The data on means include only regular paper/pencil or online administrations of the assessments. Other assessment options are on a different scale.
- In 2006-07 Oregon reset the minimum score to "meet" (the "cut-score") on the assessments. Elementary cut-scores were raised, middle schools held steady, and high school cut-scores were lowered.
- While data on the old and new cut-scores are not comparable, we have provided a link by showing the 2005-06 results based on both the old and new cut-scores.

Analysis of the Data

There were strong upward trends from 2003-04 to 2005-06 in the percentage of students meeting in math and reading at grades 3, 5, and 8, and more modest increases at grade 10.

From 2005-06 (at which point we have data on the new cut scores) the results have been generally positive. Highlights from the data include:

- A general increase in percent meeting at grades 3-8 in Mathematics, with grades 5, 6, and 7 showing the largest increases. High school performance is flat or decreasing.

- A general increase in percent meeting at grades 3–8 in Reading, with grades 4, 5, 6, and 7 showing the largest increases. High school performance shows very modest increases.

While overall achievement is improving, achievement gaps generally held steady between 2005-06 and 2008-09, with some gaps decreasing and some increasing slightly. Highlights from the data include:

- Achievement gaps increased slightly at grade 3 for both reading and math.
- Achievement gaps decreased at grade 7 for both reading and math.
- The Hispanic subgroup, which is the fastest growing subgroup in Oregon, showed significant closure in achievement gaps in middle school for both reading and math, with effect sizes between 0.1 and 0.2.

Graduation

About the Data

The graduation rate used for AYP reporting for 2003-04 through 2008-09 was calculated using the modified NCES graduation rate formula:

$$\text{Graduation Rate} = \frac{\text{Graduates}}{\text{Graduates} + \text{Dropouts}}$$

Starting in 2005-06, the rules for inclusion in the subgroups of Special Education, LEP, and Economically Disadvantage were adjusted to reflect improvements to data sources used to identify membership in these subgroups.

Analysis of the Data

Graduation rates have risen for all racial and ethnic subgroups from 2002-03 to 2007-08. The students with disabilities and economically disadvantaged subgroups have also shown gains from 2005-06 to 2007-08. In particular the Hispanic graduation rate has risen from a low of 60% in 2003-04 to over 70% in 2007-08.

The gaps between the graduation rates for white students and the rates for minorities, students with disabilities, and economically disadvantaged have decreased, with the largest decrease occurring among the Hispanic subgroup.

National Assessment of Educational Progress:

NAEP reports average scale scores and achievement levels. verage scale scores for reading and math are expressed on a 0–500 scale. NAEP has three achievement levels: Basic, Proficient, and Advanced.

NAEP Achievement Levels

Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.
Advanced	Superior performance beyond proficient.

National Assessment of Educational Progress: Reading

Achievement level results from the 2007 NAEP reading assessment show that, for a number of reporting groups, a larger percentage of Oregon 4th-graders performed at the "Below Basic" level and a smaller percentage performed at the "Proficient" level than their peers nationally. This is true for Limited English Proficient students, Students with Disabilities, Hispanic students, and white students. Also, in Oregon a larger percentage of all 4th-graders, Economically Disadvantaged students, and Asian/Pacific Islander students performed "Below Basic" than their peers nationally. A smaller percentage of Oregon Limited English Proficient students and Hispanic performed at the "Basic" level than their peers nationally and a smaller percentage of Oregon white students performed at the "Advanced" level than white students nationally.

In 8th grade, however, a smaller percentage of Oregon students performed at the "Below Basic" level and a larger number performed at the "Proficient" level than 8th-graders nationally. This is true both for all 8th-graders and for Economically Disadvantaged students.

National Assessment of Educational Progress: Mathematics

Achievement level results from the 2009 NAEP math assessment show that, for a number of reporting groups, a larger percentage of Oregon 4th-graders performed at the "Below Basic" level and a smaller percentage performed at the "Proficient" level than their peers nationally. This is true for Limited English Proficient students, Hispanic students, and white students. A larger percentage of Oregon Asian/Pacific Islander students also performed "Below Basic" than their peers nationally, while a smaller percentage of Oregon white students performed at the "Advanced" level than qhite students nationally.

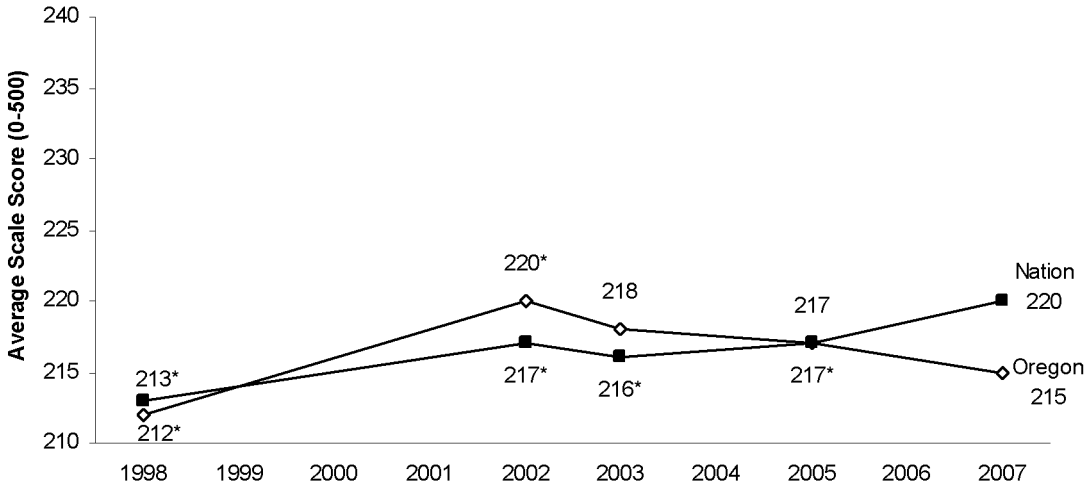
In 8th grade, however, a smaller percentage of Oregon students performed at the "Below Basic" level and a larger number performed at the "Proficient" level than 8th-graders nationally. This is true both for all 8th-graders and for Economically Disadvantaged students.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998, 2002, 2003, 2005, 2007: Oregon and the Nation

Note: Winter 2009 reading results will be released in 2010.

In 1998, Oregon's 4th-graders scored statistically the same as the nation's 4th-graders. In 2007, Oregon's 4th-graders scored 215, which was statistically lower than the nation's (220).

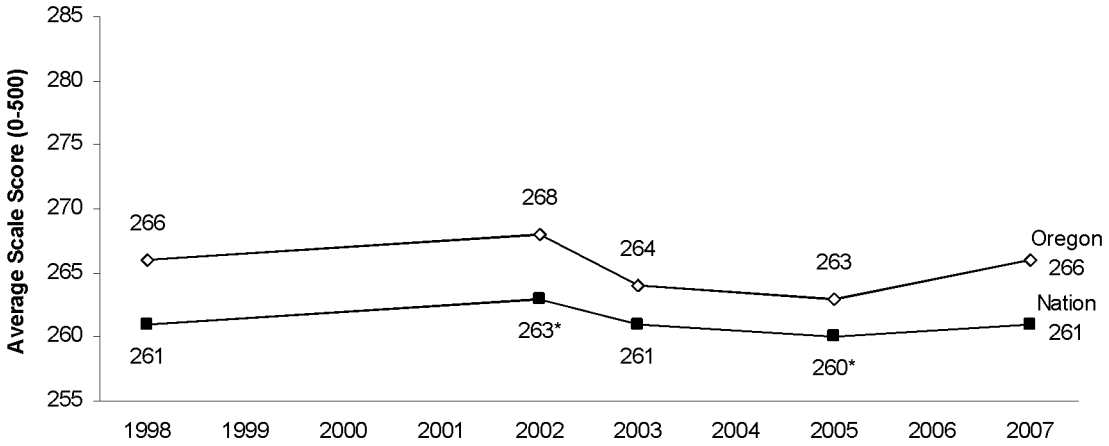


* Value is significantly different from the value for the same jurisdiction in 2007.

Grade 8 Average Scale Scores 1998, 2002, 2003, 2005, 2007: Oregon and the Nation

Note: Winter 2009 reading results will be released in 2010.

Since 1998, Oregon's 8th-graders have scored statistically higher than the nation's 8th-graders. In 2007, Oregon's 8th-graders scored 266; the nation's scored 261.

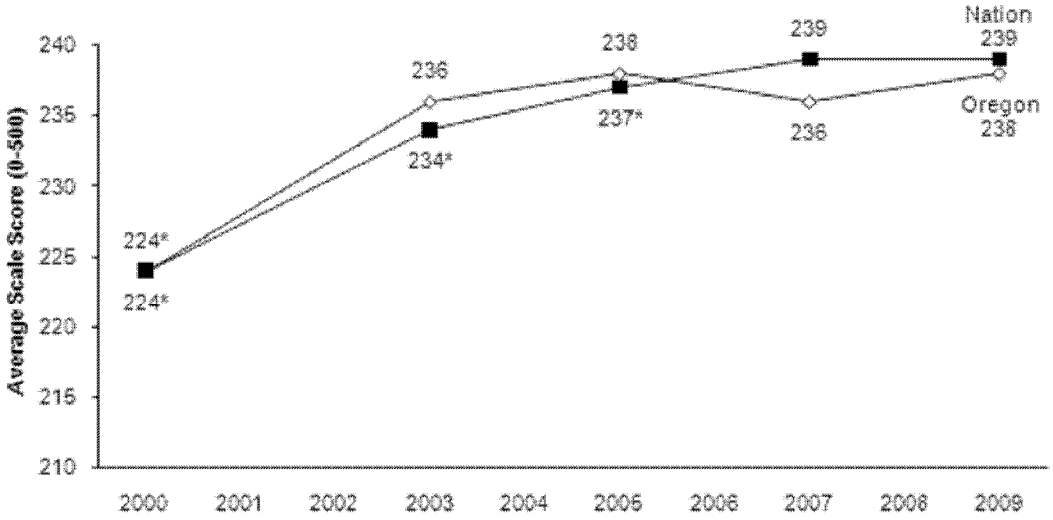


* Value is significantly different from the value for the same jurisdiction in 2007.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000, 2003, 2005, 2007, 2009: Oregon and the Nation

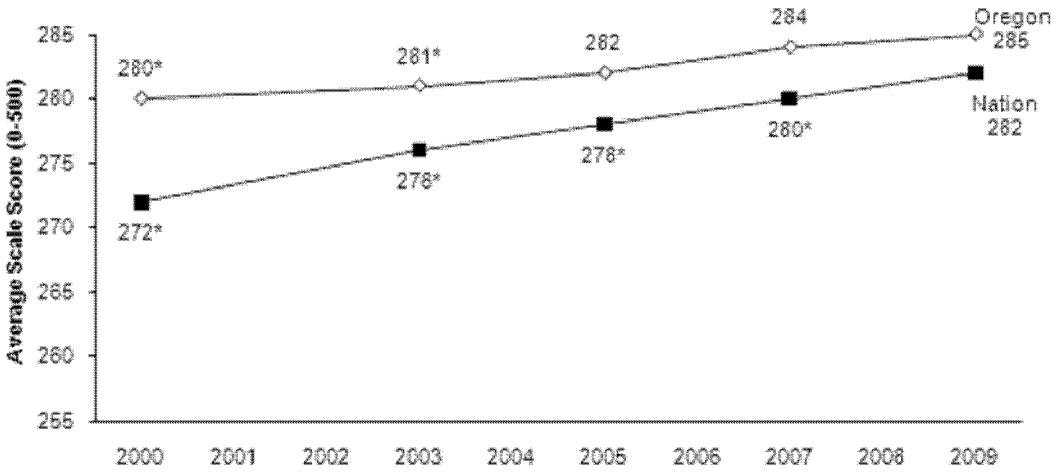
In 2000, Oregon's 4th-graders scored statistically the same as the nation's 4th-graders. In 2009, Oregon's 4th-graders scored 238, which was statistically the same as the nation's (239).



* Value is significantly different from the value for the same jurisdiction in 2009.

Grade 8 Average Scale Scores 2000, 2003, 2005, 2007, 2009: Oregon and the Nation

Since 2000, Oregon's 8th-graders have scored statistically higher than the nation's 8th-graders. In 2009, Oregon's 8th-graders scored 285; the nation's scored 282.



* Value is significantly different from the value for the same jurisdiction in 2009.

This Memorandum of Understanding ("MOU") is entered into by and between _____ ("State") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;

3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,

4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and

5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. JOINT ASSURANCE

If the Local Teachers' Union Leader is a signatory to this MOU, the Participating LEA and the local teachers' union hereby certify and represent that:

1) It will work together in good faith to implement the Oregon Plan indicated in the Preliminary Scope of Work, if the State application is funded;

2) The participating LEA and the local collective bargaining agent agree to negotiate in good faith, and agree that those portions of the State Plan subject to collective bargaining shall be implemented only upon the agreement of the Participating LEA and the local bargaining agent; and

3) Nothing in this MOU shall be construed to override any rights or duties as provided by collective bargaining law or collective bargaining agreements.

V. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

VI. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required**:**

_____

Signature/Date

_____

Print Name/Title

President of Local School Board (or equivalent, if applicable)**:**

_____

Signature/Date

_____

Print Name/Title

Local Teachers' Union Leader (if applicable)**:**

_____

Signature/Date

_____

Print Name/Title

Authorized State Official - required**:**
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____

Signature/Date

_____

Print Name/Title

EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools		

For the Participating LEA

Authorized LEA Signature/Date

Print Name/Title

For the State

Authorized State Signature/Date

Print Name/Title

Appendix A.12

			Percent Meeting or Exceeding						
			Old Cut Scores			New Cut Scores			
Subject	Grade	Subgroup	2003-04	2004-05	2005-06	2005-06	2006-07	2007-08	2008-09
Math	03	All Students	81	86.2	86.2	76.1	69.4	77.1	76.5
Math	03	American Indian/AK Native	73	82.7	80.5	65.9	61.5	65.9	66.5
Math	03	Asian/Pacific Islander	85	89.7	89.7	82.5	78.8	84.7	83.9
Math	03	African American	71	75.3	78.7	63.3	54.2	63.5	61.2
Math	03	Hispanic	63	73.2	73.8	59.1	51.5	59.6	59.9
Math	03	White	85	89.3	89.6	80.7	74.4	82.2	81.5
Math	03	Multi-Racial\Multi-Ethnic	83	88.0	86.6	75.8	69.1	78.2	75.4
Math	03	Limited English Proficient	60	71.2	70.7	52.7	47.4	52.2	53.9
Math	03	Students with Disabilities	57	66.7	65.2	54.3	44.4	50.9	48.2
Math	03	Economically Disadvantaged	72	79.6	79.7	66.8	58.8	67.3	67.1
Math	04	All Students			88.3	75.5	71.0	76.8	77.2
Math	04	American Indian/AK Native			83.5	67.8	61.1	69.3	68.0
Math	04	Asian/Pacific Islander			92.4	82.9	79.1	82.8	84.4
Math	04	African American			80.9	63.0	56.0	63.7	61.5
Math	04	Hispanic			77.5	59.0	51.7	59.1	60.8
Math	04	White			91.1	79.6	76.3	81.9	82.0
Math	04	Multi-Racial\Multi-Ethnic			88.7	77.0	68.5	76.2	77.6
Math	04	Limited English Proficient			75.0	52.5	44.1	48.7	51.6
Math	04	Students with Disabilities			66.9	51.9	42.7	49.3	48.9
Math	04	Economically Disadvantaged			82.6	66.2	59.6	66.7	67.9
Math	05	All Students	78	84.0	84.5	72.3	67.9	76.7	76.5
Math	05	American Indian/AK Native	71	76.1	76.8	64.5	57.6	66.7	65.8
Math	05	Asian/Pacific Islander	85	89.9	90.5	82.8	79.9	85.7	84.9
Math	05	African American	66	75.2	74.2	59.1	51.8	60.9	61.6
Math	05	Hispanic	60	69.4	71.8	55.5	50.2	62.4	62.1
Math	05	White	82	87.0	87.7	76.3	72.4	80.7	80.5
Math	05	Multi-Racial\Multi-Ethnic	78	88.3	85.2	72.7	66.7	76.3	77.3
Math	05	Limited English Proficient	56	66.2	68.4	47.6	41.8	51.1	51.1
Math	05	Students with Disabilities	47	56.2	57.8	43.8	37.1	45.8	44.6
Math	05	Economically Disadvantaged	69	76.2	77.0	61.4	56.3	66.7	66.9
Math	06	All Students			77.3	70.2	70.3	70.3	72.8
Math	06	American Indian/AK Native			71.0	60.5	61.6	61.7	63.0
Math	06	Asian/Pacific Islander			84.6	80.2	79.8	82.9	82.3
Math	06	African American			63.0	53.2	52.9	53.5	51.5

Math	06	Hispanic			60.3	51.2	49.4	51.8	55.2
Math	06	White			81.4	74.7	75.4	74.9	77.8
Math	06	Multi-Racial\Multi-Ethnic			76.4	70.8	72.6	71.4	74.1
Math	06	Limited English Proficient			53.1	39.4	37.5	36.5	37.0
Math	06	Students with Disabilities			40.5	33.7	34.3	34.9	35.5
Math	06	Economically Disadvantaged			66.4	58.0	57.6	57.9	61.6
Math	07	All Students			71.0	71.1	74.1	74.2	77.8
Math	07	American Indian/AK Native			62.4	62.5	65.1	66.4	68.2
Math	07	Asian/Pacific Islander			82.8	82.8	83.6	85.2	88.2
Math	07	African American			53.7	54.0	58.1	61.1	63.3
Math	07	Hispanic			50.3	50.4	56.1	59.3	63.9
Math	07	White			75.4	75.5	78.4	77.7	81.3
Math	07	Multi-Racial\Multi-Ethnic			70.2	70.3	72.9	74.8	77.0
Math	07	Limited English Proficient			44.3	39.7	44.8	43.3	47.2
Math	07	Students with Disabilities			32.4	32.4	34.8	35.7	41.2
Math	07	Economically Disadvantaged			58.3	58.4	62.2	62.7	67.8
Math	08	All Students	59	63.5	65.5	68.1	70.0	68.7	70.6
Math	08	American Indian/AK Native	42	49.0	53.4	56.9	60.0	57.0	58.6
Math	08	Asian/Pacific Islander	73	77.4	77.8	79.8	81.9	81.4	82.2
Math	08	African American	39	39.6	44.5	48.0	50.8	48.3	49.6
Math	08	Hispanic	32	39.1	42.8	46.3	49.8	49.1	53.5
Math	08	White	63	67.9	70.1	72.5	74.5	73.5	75.1
Math	08	Multi-Racial\Multi-Ethnic	69	63.9	65.4	68.1	69.8	67.7	70.1
Math	08	Limited English Proficient	27	33.9	35.7	33.9	36.4	32.6	32.5
Math	08	Students with Disabilities	19	24.4	25.5	28.1	30.8	27.7	30.5
Math	08	Economically Disadvantaged	42	48.1	50.3	53.5	57.1	55.4	58.4
Math	10	All Students	42	46.6	44.8	55.3	55.1	52.2	53.6
Math	10	American Indian/AK Native	24	29.3	27.2	40.7	38.7	36.1	35.7
Math	10	Asian/Pacific Islander	57	59.4	61.5	70.4	69.7	68.0	66.6
Math	10	African American	18	21.6	20.0	29.6	28.3	24.7	27.7
Math	10	Hispanic	17	21.4	21.4	30.9	32.6	30.1	33.0
Math	10	White	46	50.7	48.7	59.3	59.5	56.9	58.4
Math	10	Multi-Racial\Multi-Ethnic	35	52.2	45.7	57.5	52.4	51.6	51.7
Math	10	Limited English Proficient	13	15.0	14.4	18.6	18.0	15.8	16.4
Math	10	Students with Disabilities	9	10.7	10.5	15.6	16.5	13.6	14.3
Math	10	Economically Disadvantaged	24	29.9	28.5	38.9	37.6	35.1	37.9
Reading	03	All Students	82	85.6	87.1	79.6	81.4	83.9	82.8

Reading	03	American Indian/AK Native	78	83.0	85.4	73.3	75.2	79.1	76.2
Reading	03	Asian/Pacific Islander	86	90.2	90.4	83.2	84.0	89.5	89.1
Reading	03	African American	74	79.4	82.1	72.2	70.6	74.8	73.5
Reading	03	Hispanic	63	71.5	75.1	64.0	65.2	69.7	67.6
Reading	03	White	87	88.7	90.1	83.7	86.2	87.8	87.0
Reading	03	Multi-Racial\Multi-Ethnic	85	85.9	87.6	80.3	80.4	87.1	83.5
Reading	03	Limited English Proficient	57	67.4	71.1	56.5	57.6	60.8	59.5
Reading	03	Students with Disabilities	52	59.6	60.0	50.8	51.8	53.8	51.7
Reading	03	Economically Disadvantaged	73	78.4	80.9	70.9	72.9	76.5	75.2
Reading	04	All Students			86.8	78.2	78.9	82.8	84.1
Reading	04	American Indian/AK Native			84.8	75.1	74.4	76.8	78.4
Reading	04	Asian/Pacific Islander			91.3	83.3	84.1	87.0	87.8
Reading	04	African American			81.0	69.0	69.1	75.7	73.9
Reading	04	Hispanic			73.3	59.0	60.4	66.0	69.0
Reading	04	White			89.8	82.7	83.7	87.4	88.3
Reading	04	Multi-Racial\Multi-Ethnic			88.5	80.9	79.6	83.8	86.5
Reading	04	Limited English Proficient			68.1	48.4	49.7	52.8	58.6
Reading	04	Students with Disabilities			58.8	48.2	47.5	51.8	54.0
Reading	04	Economically Disadvantaged			79.8	68.2	69.2	74.1	76.6
Reading	05	All Students	76	81.5	82.9	70.9	71.3	75.4	76.3
Reading	05	American Indian/AK Native	69	75.9	79.2	67.1	66.2	64.6	67.7
Reading	05	Asian/Pacific Islander	80	85.1	85.5	76.0	75.1	81.1	81.8
Reading	05	African American	65	71.9	75.1	59.8	56.7	59.1	63.8
Reading	05	Hispanic	54	62.4	66.0	48.7	46.1	55.0	56.9
Reading	05	White	81	85.4	86.9	76.1	77.8	81.1	81.6
Reading	05	Multi-Racial\Multi-Ethnic	76	84.0	83.9	70.9	72.8	77.4	76.9
Reading	05	Limited English Proficient	45	55.0	58.3	34.7	31.5	36.8	38.7
Reading	05	Students with Disabilities	42	49.8	51.1	38.7	38.0	41.1	40.6
Reading	05	Economically Disadvantaged	65	72.0	74.1	58.5	58.4	63.4	65.6
Reading	06	All Students			80.3	70.2	74.3	73.3	76.5
Reading	06	American Indian/AK Native			74.1	61.7	65.1	65.7	69.2
Reading	06	Asian/Pacific Islander			85.7	77.5	80.8	80.7	81.6
Reading	06	African American			67.9	54.9	60.3	60.5	59.5
Reading	06	Hispanic			62.1	47.4	53.6	52.2	58.0
Reading	06	White			84.4	75.4	79.3	78.6	81.5
Reading	06	Multi-Racial\Multi-Ethnic			82.4	72.9	77.9	74.7	78.9
Reading	06	Limited English Proficient			51.7	30.1	36.3	30.9	33.3

Reading	06	Students with Disabilities			42.0	32.0	36.1	35.5	37.6
Reading	06	Economically Disadvantaged			69.9	56.7	62.1	60.7	65.3
Reading	07	All Students			72.8	69.3	76.3	73.8	77.3
Reading	07	American Indian/AK Native			65.7	61.7	65.9	65.4	70.2
Reading	07	Asian/Pacific Islander			78.9	74.9	82.7	79.4	83.2
Reading	07	African American			60.0	56.4	65.4	60.3	65.9
Reading	07	Hispanic			49.9	44.9	55.6	52.8	57.5
Reading	07	White			77.8	74.6	81.2	79.1	82.3
Reading	07	Multi-Racial\Multi-Ethnic			70.7	67.0	78.3	74.6	78.2
Reading	07	Limited English Proficient			38.5	26.6	38.4	27.4	30.5
Reading	07	Students with Disabilities			31.7	28.8	36.5	34.5	39.2
Reading	07	Economically Disadvantaged			60.2	55.8	64.7	60.9	66.5
Reading	08	All Students	59	62.4	65.6	65.8	68.1	65.3	69.5
Reading	08	American Indian/AK Native	43	48.2	53.9	54.2	55.8	54.1	59.8
Reading	08	Asian/Pacific Islander	67	70.7	71.2	71.3	75.3	71.8	74.4
Reading	08	African American	42	43.5	49.5	49.9	53.3	49.5	54.1
Reading	08	Hispanic	32	36.1	39.2	39.4	44.0	40.3	48.0
Reading	08	White	64	67.3	71.0	71.1	73.6	71.3	74.9
Reading	08	Multi-Racial\Multi-Ethnic	70	63.5	66.6	66.9	66.7	66.0	70.6
Reading	08	Limited English Proficient	21	24.2	25.1	20.1	24.1	16.5	17.9
Reading	08	Students with Disabilities	19	22.4	23.3	23.4	28.4	25.0	27.3
Reading	08	Economically Disadvantaged	42	46.8	49.7	49.8	53.9	50.0	56.1
Reading	10	All Students	49	53.5	55.0	65.4	65.1	64.8	66.1
Reading	10	American Indian/AK Native	34	37.0	42.4	54.1	52.7	53.0	53.7
Reading	10	Asian/Pacific Islander	51	57.2	58.3	69.4	68.4	66.6	67.8
Reading	10	African American	26	29.5	31.6	43.5	41.2	40.1	42.0
Reading	10	Hispanic	21	26.4	27.4	38.5	39.0	38.9	40.5
Reading	10	White	54	58.1	60.1	70.2	70.6	70.7	72.5
Reading	10	Multi-Racial\Multi-Ethnic	48	60.5	54.2	65.9	65.5	63.4	64.9
Reading	10	Limited English Proficient	9	13.2	12.2	15.6	15.0	14.1	11.9
Reading	10	Students with Disabilities	12	14.3	15.2	22.6	23.6	22.2	23.0
Reading	10	Economically Disadvantaged	31	36.4	37.7	49.0	48.3	48.4	50.6
Science	05	All Students	69	75.1	79.1			74.5	74.6
Science	05	American Indian/AK Native	60	67.7	73.0			65.6	67.6
Science	05	Asian/Pacific Islander	71	75.2	80.5			77.0	77.9
Science	05	African American	49	58.5	63.7			54.5	58.0
Science	05	Hispanic	38	48.7	55.7		Not	50.4	51.5

Science	05	White	76	81.0	85.0	Required	81.5	81.2
Science	05	Multi-Racial\Multi-Ethnic	73	78.9	80.7		75.9	75.4
Science	05	Limited English Proficient	30	40.6	48.4		34.6	36.0
Science	05	Students with Disabilities	46	53.8	58.3		51.2	49.5
Science	05	Economically Disadvantaged	55	63.4	68.6		62.6	63.5
Science	08	All Students	58	65.7	68.3		69.1	72.0
Science	08	American Indian/AK Native	46	54.7	59.1		58.5	63.2
Science	08	Asian/Pacific Islander	60	70.4	72.8		72.5	76.6
Science	08	African American	31	37.2	44.4		45.3	50.8
Science	08	Hispanic	26	35.4	39.4	Not	42.6	48.3
Science	08	White	64	71.7	74.4	Required	76.0	78.2
Science	08	Multi-Racial\Multi-Ethnic	64	66.4	71.6		67.5	72.2
Science	08	Limited English Proficient	17	24.3	27.6		22.8	23.4
Science	08	Students with Disabilities	26	32.1	34.3		37.2	38.2
Science	08	Economically Disadvantaged	41	49.4	52.9		54.5	58.8
Science	10	All Students	58	60.6	61.7		57.3	57.9
Science	10	American Indian/AK Native	43	44.9	47.4		46.7	46.6
Science	10	Asian/Pacific Islander	61	63.2	64.4		61.7	61.4
Science	10	African American	30	30.6	33.7		30.6	28.6
Science	10	Hispanic	26	30.3	31.9	Not	30.4	31.1
Science	10	White	63	65.9	67.1	Required	63.2	64.5
Science	10	Multi-Racial\Multi-Ethnic	65	67.7	62.1		55.1	56.5
Science	10	Limited English Proficient	15	18.9	17.6		13.1	10.0
Science	10	Students with Disabilities	22	23.9	25.0		22.5	23.3
Science	10	Economically Disadvantaged	40	43.1	44.5		41.4	42.5

Appendix A.13

NAEP Variable	Subject	Grade	Year	Average	SD	% Below Basic	% Basic	% Proficient	% Advanced	Exclusion Rate
All Students	Math	4	2009	238.03	28.62	19.89	42.96	31.99	5.15	
All Students	Math	4	2007	236.04	29.29	21.41	43.63	30.68	4.28	
All Students	Math	4	2005	238.32	28.72	19.64	43.39	31.39	5.58	
All Students	Math	4	2003	236.31	27.52	21.07	45.72	29.03	4.17	
NSLP Eligible	Math	4	2009	227.20	27.09	30.27	47.63	20.79	1.32	
NSLP Eligible	Math	4	2007	225.59	28.40	32.17	46.77	19.96	1.10	
NSLP Eligible	Math	4	2005	229.63	27.78	28.38	46.87	22.41	2.34	
NSLP Eligible	Math	4	2003	225.92	26.17	31.58	49.10	18.22	1.10	
NSLP Not Eligible	Math	4	2009	247.68	26.43	10.53	39.06	41.82	8.59	
NSLP Not Eligible	Math	4	2007	245.14	26.99	12.24	40.63	40.06	7.07	
NSLP Not Eligible	Math	4	2005	244.02	27.93	14.01	40.98	37.28	7.73	
NSLP Not Eligible	Math	4	2003	241.89	26.33	15.12	44.44	34.74	5.70	
English Language Learner (ELL)	Math	4	2009	212.52	24.64	51.80	41.79	6.35	0.06	1
English Language Learner (ELL)	Math	4	2007	209.83	27.06	55.99	37.14	6.45	0.42	1
English Language Learner (ELL)	Math	4	2005	215.09	27.56	50.01	37.91	11.15	0.92	1
English Language Learner (ELL)	Math	4	2003	212.39	27.24	53.59	37.27	8.35	0.79	1
Not ELL	Math	4	2009	241.34	27.40	15.76	43.12	35.32	5.81	
Not ELL	Math	4	2007	239.63	27.71	16.67	44.52	34.00	4.81	
Not ELL	Math	4	2005	241.82	27.11	15.12	44.23	34.38	6.27	
Not ELL	Math	4	2003	239.05	26.02	17.09	47.20	31.19	4.52	
Students with Disabilities, including 504	Math	4	2009	218.38	32.18	45.66	36.94	14.87	2.53	2
Students with Disabilities, including 504	Math	4	2007	215.59	31.86	45.63	38.61	14.62	1.14	2
Students with Disabilities, including 504	Math	4	2005	221.76	27.22	38.18	46.12	14.57	1.13	3
Students with Disabilities, including 504	Math	4	2003	218.23	27.02	45.53	41.74	11.83	0.90	4
Not SD	Math	4	2009	241.19	26.70	15.75	43.92	34.76	5.57	
Not SD	Math	4	2007	239.17	27.57	17.71	44.38	33.14	4.77	
Not SD	Math	4	2005	240.65	28.04	17.08	43.04	33.69	6.19	
Not SD	Math	4	2003	239.24	26.37	16.95	46.68	31.70	4.67	
Asian/Pacific Islander	Math	4	2009	244.68	32.35	17.66	34.33	35.92	12.10	
Asian/Pacific Islander	Math	4	2007	248.67	28.96	11.77	35.27	39.43	13.52	
Asian/Pacific Islander	Math	4	2005	248.20	32.55	15.59	30.56	40.27	13.58	
Asian/Pacific Islander	Math	4	2003	245.33	27.31	12.34	42.14	36.59	8.92	
Black	Math	4	2009	223.41	27.73	37.25	44.96	17.79	0.00	
Black	Math	4	2007	219.10	31.63	40.54	43.87	14.16	1.43	
Black	Math	4	2005	221.99	26.86	34.13	54.00	10.98	0.89	
Black	Math	4	2003	223.02	29.06	39.48	40.86	18.06	1.60	
Hispanic	Math	4	2009	221.49	27.26	38.87	45.31	14.43	1.39	

NAEP Variable	Subject	Grade	Year	Average	SD	% Below Basic	% Basic	% Proficient	% Advanced	Exclusion Rate
Hispanic	Math	4	2007	216.76	28.37	45.70	42.19	11.05	1.06	
Hispanic	Math	4	2005	217.97	26.73	45.23	40.85	13.69	0.23	
Hispanic	Math	4	2003	218.19	28.13	46.02	39.13	13.96	0.89	
American Indian/Alaska Native	Math	4	2009	222.64	27.44	36.90	48.14	12.00	2.96	
American Indian/Alaska Native	Math	4	2007	220.28	31.82	38.94	43.28	15.97	1.81	
American Indian/Alaska Native	Math	4	2005	‡	‡	‡	‡	‡	‡	
American Indian/Alaska Native	Math	4	2003	‡	‡	‡	‡	‡	‡	
White	Math	4	2009	242.88	26.64	13.86	42.92	37.31	5.91	
White	Math	4	2007	240.98	26.71	14.91	44.70	35.74	4.65	
White	Math	4	2005	243.21	26.32	13.18	44.45	35.99	6.38	
White	Math	4	2003	239.73	25.68	16.03	47.48	31.89	4.60	
Unclassified Race/Ethnicity	Math	4	2009	235.87	29.05	23.33	40.02	32.84	3.81	
Unclassified Race/Ethnicity	Math	4	2007	227.39	31.97	31.26	39.47	28.66	0.62	
Unclassified Race/Ethnicity	Math	4	2005	‡	‡	‡	‡	‡	‡	
Unclassified Race/Ethnicity	Math	4	2003	‡	‡	‡	‡	‡	‡	
Male	Math	4	2009	239.92	29.49	18.98	40.78	33.59	6.65	
Male	Math	4	2007	237.99	30.04	20.22	41.66	32.45	5.68	
Male	Math	4	2005	238.67	29.00	20.21	42.45	31.00	6.33	
Male	Math	4	2003	237.36	28.06	20.33	44.84	29.77	5.06	
Female	Math	4	2009	235.97	27.49	20.88	45.34	30.26	3.51	
Female	Math	4	2007	234.04	28.35	22.64	45.65	28.86	2.85	
Female	Math	4	2005	237.97	28.42	19.04	44.37	31.78	4.80	
Female	Math	4	2003	235.16	26.87	21.87	46.68	28.24	3.21	
All Students	Math	8	2009	285.04	35.94	24.98	38.44	28.28	8.30	
All Students	Math	8	2007	283.83	36.31	27.00	38.18	26.28	8.54	
All Students	Math	8	2005	282.24	36.30	27.69	38.66	26.35	7.31	
All Students	Math	8	2003	280.89	35.98	29.70	38.34	25.28	6.67	
NSLP Eligible	Math	8	2009	270.11	34.07	39.04	40.08	18.35	2.53	
NSLP Eligible	Math	8	2007	269.92	34.60	40.52	39.04	17.51	2.93	
NSLP Eligible	Math	8	2005	269.87	34.56	40.02	39.55	17.86	2.57	
NSLP Eligible	Math	8	2003	266.26	34.27	44.87	38.05	14.81	2.27	
NSLP Not Eligible	Math	8	2009	295.93	33.07	14.57	37.56	35.35	12.52	
NSLP Not Eligible	Math	8	2007	293.66	34.35	17.44	37.57	32.41	12.58	
NSLP Not Eligible	Math	8	2005	288.98	35.36	21.08	38.00	31.12	9.80	
NSLP Not Eligible	Math	8	2003	286.03	35.09	24.45	38.25	29.11	8.19	
English Language Learner (ELL)	Math	8	2009	241.36	31.44	74.91	22.20	2.22	0.67	0
English Language Learner (ELL)	Math	8	2007	248.11	32.75	67.53	25.97	6.23	0.26	1

NAEP Variable	Subject	Grade	Year	Average	SD	% Below Basic	% Basic	% Proficient	% Advanced	Exclusion Rate
English Language Learner (ELL)	Math	8	2005	253.43	36.70	60.02	29.71	8.33	1.94	1
English Language Learner (ELL)	Math	8	2003	245.80	31.43	70.42	25.62	3.44	0.53	1
Not ELL	Math	8	2009	287.93	34.33	21.68	39.51	29.98	8.83	
Not ELL	Math	8	2007	286.94	34.91	23.47	39.25	28.03	9.26	
Not ELL	Math	8	2005	284.49	35.29	25.16	39.36	27.75	7.73	
Not ELL	Math	8	2003	283.01	35.10	27.22	39.11	26.67	7.01	
Students with Disabilities, including 504	Math	8	2009	245.88	34.55	67.76	26.25	5.17	0.82	3
Students with Disabilities, including 504	Math	8	2007	251.40	36.60	62.90	27.62	7.64	1.84	3
Students with Disabilities, including 504	Math	8	2005	248.04	35.21	65.96	26.61	6.38	1.05	2
Students with Disabilities, including 504	Math	8	2003	249.45	33.89	66.24	26.87	5.29	1.60	3
Not SD	Math	8	2009	289.69	33.18	19.90	39.89	31.00	9.21	
Not SD	Math	8	2007	287.13	34.61	23.33	39.26	28.19	9.22	
Not SD	Math	8	2005	286.29	34.23	23.15	40.09	28.71	8.05	
Not SD	Math	8	2003	285.22	34.03	24.67	39.93	28.06	7.35	
Asian/Pacific Islander	Math	8	2009	296.40	39.57	20.39	29.61	32.01	17.99	
Asian/Pacific Islander	Math	8	2007	298.70	35.86	17.51	29.58	35.77	17.14	
Asian/Pacific Islander	Math	8	2005	298.50	39.86	17.91	32.34	31.08	18.67	
Asian/Pacific Islander	Math	8	2003	291.79	40.43	21.95	36.74	24.06	17.24	
Black	Math	8	2009	264.00	31.48	46.52	41.14	11.47	0.88	
Black	Math	8	2007	272.35	37.32	40.84	31.24	24.92	2.99	
Black	Math	8	2005	257.54	35.11	50.33	40.85	7.78	1.05	
Black	Math	8	2003	264.76	34.34	46.94	36.23	14.98	1.85	
Hispanic	Math	8	2009	263.83	32.81	46.22	38.28	14.31	1.18	
Hispanic	Math	8	2007	261.02	33.87	50.00	36.09	12.99	0.93	
Hispanic	Math	8	2005	256.60	34.41	56.22	33.68	8.78	1.31	
Hispanic	Math	8	2003	258.19	35.83	57.71	30.12	9.75	2.42	
American Indian/Alaska Native	Math	8	2009	273.13	37.35	35.53	39.68	18.95	5.84	
American Indian/Alaska Native	Math	8	2007	263.63	33.90	51.36	32.81	12.51	3.32	
American Indian/Alaska Native	Math	8	2005	274.10	35.97	37.24	39.33	17.02	6.41	
American Indian/Alaska Native	Math	8	2003	263.17	31.93	50.33	35.92	11.63	2.12	
White	Math	8	2009	290.03	34.11	19.44	39.14	31.94	9.48	
White	Math	8	2007	288.76	34.56	21.51	39.53	28.98	9.98	
White	Math	8	2005	286.70	34.11	22.53	39.53	30.00	7.94	
White	Math	8	2003	284.37	34.45	25.25	39.66	28.16	6.94	
Unclassified Race/Ethnicity	Math	8	2009	‡	‡	‡	‡	‡	‡	
Unclassified Race/Ethnicity	Math	8	2007	‡	‡	‡	‡	‡	‡	
Unclassified Race/Ethnicity	Math	8	2005	‡	‡	‡	‡	‡	‡	

NAEP Variable	Subject	Grade	Year	Average	SD	% Below Basic	% Basic	% Proficient	% Advanced	Exclusion Rate
Unclassified Race/Ethnicity	Math	8	2003	‡	‡	‡	‡	‡	‡	
Male	Math	8	2009	286.68	37.12	23.80	36.47	29.94	9.79	
Male	Math	8	2007	284.55	38.20	27.20	35.93	26.93	9.95	
Male	Math	8	2005	283.53	37.26	27.10	37.79	26.52	8.58	
Male	Math	8	2003	282.00	36.62	29.12	37.47	25.83	7.59	
Female	Math	8	2009	283.36	34.60	26.18	40.46	26.58	6.79	
Female	Math	8	2007	283.04	34.10	26.78	40.65	25.58	6.99	
Female	Math	8	2005	280.82	35.15	28.33	39.61	26.15	5.91	
Female	Math	8	2003	279.77	35.29	30.30	39.23	24.74	5.74	
All Students	Reading	4	2007	215.02	38.03	38.10	33.58	22.14	6.18	
All Students	Reading	4	2005	216.90	36.32	37.63	33.01	22.71	6.65	
All Students	Reading	4	2003	217.61	35.82	36.79	32.69	24.01	6.51	
NSLP Eligible	Reading	4	2007	199.78	38.37	54.25	31.40	11.86	2.49	
NSLP Eligible	Reading	4	2005	204.05	35.09	52.39	30.91	14.38	2.32	
NSLP Eligible	Reading	4	2003	205.47	35.19	50.19	31.34	15.88	2.59	
NSLP Not Eligible	Reading	4	2007	227.56	33.00	24.79	35.40	30.51	9.30	
NSLP Not Eligible	Reading	4	2005	224.99	34.50	28.20	34.66	27.83	9.30	
NSLP Not Eligible	Reading	4	2003	223.89	34.27	29.81	33.46	28.40	8.33	
English Language Learner (ELL)	Reading	4	2007	176.27	38.00	78.47	17.79	3.60	0.14	2
English Language Learner (ELL)	Reading	4	2005	186.64	34.36	73.15	20.07	5.96	0.81	2
English Language Learner (ELL)	Reading	4	2003	186.55	35.47	71.77	20.54	6.57	1.12	4
Not ELL	Reading	4	2007	220.99	34.35	31.88	35.99	25.01	7.12	
Not ELL	Reading	4	2005	221.19	34.51	32.60	34.84	25.07	7.50	
Not ELL	Reading	4	2003	221.03	34.25	32.90	33.99	25.96	7.15	
Students with Disabilities, including 504	Reading	4	2007	179.58	43.14	73.51	17.86	7.14	1.50	4
Students with Disabilities, including 504	Reading	4	2005	194.33	39.18	62.32	25.02	9.43	3.22	5
Students with Disabilities, including 504	Reading	4	2003	187.93	37.66	69.38	21.00	7.99	1.63	7
Not SD	Reading	4	2007	219.68	34.71	33.43	35.66	24.11	6.80	
Not SD	Reading	4	2005	219.84	34.88	34.39	34.07	24.43	7.11	
Not SD	Reading	4	2003	221.26	33.88	32.79	34.04	26.04	7.14	
Asian/Pacific Islander	Reading	4	2007	217.55	39.86	37.93	30.23	22.77	9.07	
Asian/Pacific Islander	Reading	4	2005	220.50	36.61	33.92	31.05	27.08	7.95	
Asian/Pacific Islander	Reading	4	2003	219.39	37.24	38.59	28.43	23.16	9.82	
Black	Reading	4	2007	197.74	32.98	61.63	28.15	9.09	1.14	
Black	Reading	4	2005	200.24	34.54	55.11	29.81	14.44	0.64	
Black	Reading	4	2003	202.11	38.07	52.49	28.24	16.66	2.61	
Hispanic	Reading	4	2007	190.08	40.16	65.34	24.30	8.64	1.71	

NAEP Variable	Subject	Grade	Year	Average	SD	% Below Basic	% Basic	% Proficient	% Advanced	Exclusion Rate
Hispanic	Reading	4	2005	193.98	35.75	64.24	25.57	8.76	1.43	
Hispanic	Reading	4	2003	198.53	38.19	57.28	27.43	12.35	2.94	
American Indian/Alaska Native	Reading	4	2007	205.60	43.26	46.85	31.84	15.69	5.61	
American Indian/Alaska Native	Reading	4	2005	197.05	41.83	53.32	31.38	13.52	1.78	
American Indian/Alaska Native	Reading	4	2003	‡	‡	‡	‡	‡	‡	
White	Reading	4	2007	222.37	34.02	29.62	36.71	26.38	7.29	
White	Reading	4	2005	223.10	33.55	30.78	35.01	26.08	8.13	
White	Reading	4	2003	221.55	33.94	32.42	33.87	26.61	7.10	
Unclassified Race/Ethnicity	Reading	4	2007	‡	‡	‡	‡	‡	‡	
Unclassified Race/Ethnicity	Reading	4	2005	‡	‡	‡	‡	‡	‡	
Unclassified Race/Ethnicity	Reading	4	2003	‡	‡	‡	‡	‡	‡	
Male	Reading	4	2007	211.95	37.53	40.99	33.97	20.30	4.74	
Male	Reading	4	2005	213.32	36.47	41.69	32.79	19.87	5.65	
Male	Reading	4	2003	212.74	35.62	41.81	32.46	21.32	4.41	
Female	Reading	4	2007	218.18	38.28	35.10	33.17	24.05	7.68	
Female	Reading	4	2005	220.41	35.81	33.64	33.23	25.49	7.63	
Female	Reading	4	2003	222.77	35.30	31.49	32.93	26.85	8.73	
All Students	Reading	8	2007	265.71	33.54	22.81	43.17	31.15	2.86	
All Students	Reading	8	2005	263.16	34.75	26.20	41.22	29.93	2.65	
All Students	Reading	8	2003	264.03	35.18	25.42	41.44	29.92	3.22	
NSLP Eligible	Reading	8	2007	253.18	34.57	35.37	43.54	20.20	0.89	
NSLP Eligible	Reading	8	2005	252.28	34.69	37.63	41.66	19.68	1.03	
NSLP Eligible	Reading	8	2003	253.66	35.07	34.39	43.75	20.52	1.34	
NSLP Not Eligible	Reading	8	2007	273.93	30.10	14.65	42.87	38.33	4.14	
NSLP Not Eligible	Reading	8	2005	268.55	33.40	20.59	41.08	34.87	3.47	
NSLP Not Eligible	Reading	8	2003	267.59	34.71	22.31	40.71	32.99	3.99	
English Language Learner (ELL)	Reading	8	2007	220.34	34.00	76.72	20.83	2.45	0.00	1
English Language Learner (ELL)	Reading	8	2005	235.02	35.07	58.22	32.94	8.10	0.74	2
English Language Learner (ELL)	Reading	8	2003	231.52	36.48	60.27	33.14	5.75	0.84	3
Not ELL	Reading	8	2007	269.07	30.97	18.82	44.83	33.28	3.07	
Not ELL	Reading	8	2005	265.22	33.80	23.86	41.84	31.51	2.79	
Not ELL	Reading	8	2003	265.62	34.22	23.64	42.00	31.09	3.27	
Students with Disabilities, including 504	Reading	8	2007	230.73	34.16	62.84	31.12	5.90	0.14	3
Students with Disabilities, including 504	Reading	8	2005	224.49	34.36	71.69	23.21	5.00	0.09	3
Students with Disabilities, including 504	Reading	8	2003	232.57	33.34	61.51	31.90	6.44	0.15	4
Not SD	Reading	8	2007	269.14	31.45	18.88	44.36	33.63	3.13	
Not SD	Reading	8	2005	266.93	32.40	21.76	43.00	32.35	2.90	

NAEP Variable	Subject	Grade	Year	Average	SD	% Below Basic	% Basic	% Proficient	% Advanced	Exclusion Rate
Not SD	Reading	8	2003	267.82	33.38	21.01	42.69	32.75	3.54	
Asian/Pacific Islander	Reading	8	2007	269.92	38.13	23.97	31.72	38.50	5.80	
Asian/Pacific Islander	Reading	8	2005	267.04	35.43	23.59	40.92	29.88	5.61	
Asian/Pacific Islander	Reading	8	2003	265.30	38.07	28.47	37.24	28.50	5.78	
Black	Reading	8	2007	249.73	37.23	42.57	36.82	17.60	3.02	
Black	Reading	8	2005	244.89	35.86	47.04	35.15	17.16	0.66	
Black	Reading	8	2003	251.45	32.66	39.45	42.65	16.30	1.59	
Hispanic	Reading	8	2007	243.50	34.83	46.84	39.50	13.54	0.12	
Hispanic	Reading	8	2005	244.66	34.05	46.90	38.48	13.66	0.97	
Hispanic	Reading	8	2003	249.26	35.78	40.18	41.34	17.15	1.33	
American Indian/Alaska Native	Reading	8	2007	259.75	43.14	31.08	36.90	26.32	5.69	
American Indian/Alaska Native	Reading	8	2005	244.67	44.53	43.04	35.23	20.22	1.52	
American Indian/Alaska Native	Reading	8	2003	‡	‡	‡	‡	‡	‡	
White	Reading	8	2007	269.91	30.50	17.55	45.31	34.20	2.95	
White	Reading	8	2005	267.26	32.87	21.65	42.14	33.32	2.88	
White	Reading	8	2003	266.58	34.38	22.59	41.68	32.31	3.43	
Unclassified Race/Ethnicity	Reading	8	2007	‡	‡	‡	‡	‡	‡	
Unclassified Race/Ethnicity	Reading	8	2005	‡	‡	‡	‡	‡	‡	
Unclassified Race/Ethnicity	Reading	8	2003	‡	‡	‡	‡	‡	‡	
Male	Reading	8	2007	260.20	33.92	27.97	44.18	26.16	1.69	
Male	Reading	8	2005	258.24	35.22	30.88	41.34	25.99	1.79	
Male	Reading	8	2003	258.69	35.26	30.06	42.59	25.19	2.16	
Female	Reading	8	2007	271.16	32.25	17.70	42.18	36.10	4.02	
Female	Reading	8	2005	268.17	33.52	21.44	41.11	33.93	3.52	
Female	Reading	8	2003	269.53	34.23	20.63	40.25	34.81	4.31	
All Students	Science	4	2005	150.63	29.31	32.31	41.54	23.77	2.37	
All Students	Science	4	2000	148.35	33.44	33.62	39.64	24.17	2.56	
NSLP Eligible	Science	4	2005	138.33	28.00	49.04	38.38	11.75	0.83	
NSLP Eligible	Science	4	2000	134.02	34.20	51.32	34.64	13.35	0.70	
NSLP Not Eligible	Science	4	2005	158.71	27.32	21.30	43.59	31.71	3.39	
NSLP Not Eligible	Science	4	2000	157.64	28.30	21.78	43.97	30.96	3.29	
English Language Learner (ELL)	Science	4	2005	121.75	25.81	73.59	24.10	2.25	0.06	2
English Language Learner (ELL)	Science	4	2000	‡	‡	‡	‡	‡	‡	1
Not ELL	Science	4	2005	154.69	27.46	26.50	43.98	26.82	2.70	
Not ELL	Science	4	2000	150.46	31.61	31.40	40.82	25.12	2.66	
Students with Disabilities, including 504	Science	4	2005	138.53	29.40	49.31	36.81	12.30	1.58	3
Students with Disabilities, including 504	Science	4	2000	125.58	39.05	61.09	26.40	11.21	1.30	3

NAEP Variable	Subject	Grade	Year	Average	SD	% Below Basic	% Basic	% Proficient	% Advanced	Exclusion Rate
Not SD	Science	4	2005	152.42	28.88	29.80	42.24	25.47	2.49	
Not SD	Science	4	2000	151.08	31.61	30.33	41.23	25.73	2.71	
Asian/Pacific Islander	Science	4	2005	153.78	31.50	29.16	41.02	25.11	4.72	
Asian/Pacific Islander	Science	4	2000	‡	‡	‡	‡	‡	‡	
Black	Science	4	2005	136.42	27.50	49.39	40.63	9.57	0.41	
Black	Science	4	2000	122.09	35.33	63.77	29.91	6.32	0.00	
Hispanic	Science	4	2005	127.01	27.12	65.94	28.62	5.02	0.42	
Hispanic	Science	4	2000	113.66	37.43	71.99	21.89	6.03	0.09	
American Indian/Alaska Native	Science	4	2005	136.77	31.91	45.71	42.52	10.92	0.84	
American Indian/Alaska Native	Science	4	2000	‡	‡	‡	‡	‡	‡	
White	Science	4	2005	156.85	26.23	23.69	44.60	28.97	2.74	
White	Science	4	2000	153.35	30.09	27.96	41.93	27.13	2.98	
Unclassified Race/Ethnicity	Science	4	2005	154.37	31.24	28.89	39.13	28.27	3.71	
Unclassified Race/Ethnicity	Science	4	2000	‡	‡	‡	‡	‡	‡	
Male	Science	4	2005	152.15	30.11	30.91	40.42	25.51	3.16	
Male	Science	4	2000	149.53	33.93	32.59	38.55	25.81	3.05	
Female	Science	4	2005	149.14	28.43	33.68	42.65	22.07	1.60	
Female	Science	4	2000	147.13	32.88	34.69	40.76	22.49	2.06	
All Students	Science	8	2005	153.42	33.16	34.44	33.39	28.79	3.38	
All Students	Science	8	2000	154.15	33.59	32.37	34.08	30.09	3.47	
NSLP Eligible	Science	8	2005	141.16	32.75	49.67	31.48	17.76	1.09	
NSLP Eligible	Science	8	2000	137.75	37.78	50.20	32.02	16.32	1.46	
NSLP Not Eligible	Science	8	2005	159.70	31.61	26.59	34.42	34.43	4.55	
NSLP Not Eligible	Science	8	2000	161.11	28.50	24.81	35.72	35.19	4.29	
English Language Learner (ELL)	Science	8	2005	119.51	32.14	75.04	19.88	4.82	0.26	1
English Language Learner (ELL)	Science	8	2000	‡	‡	‡	‡	‡	‡	2
Not ELL	Science	8	2005	156.46	31.52	30.81	34.57	30.96	3.66	
Not ELL	Science	8	2000	155.79	32.58	30.48	34.81	31.09	3.63	
Students with Disabilities, including 504	Science	8	2005	127.79	33.82	66.97	23.19	9.35	0.50	2
Students with Disabilities, including 504	Science	8	2000	120.98	41.93	65.19	25.06	9.75	0.00	2
Not SD	Science	8	2005	156.13	31.91	31.00	34.44	30.87	3.69	
Not SD	Science	8	2000	157.74	30.46	28.83	35.05	32.28	3.84	
Asian/Pacific Islander	Science	8	2005	154.42	36.32	35.83	28.85	28.21	7.11	
Asian/Pacific Islander	Science	8	2000	161.66	30.48	24.34	34.15	34.68	6.82	
Black	Science	8	2005	126.80	37.73	61.66	28.02	9.81	0.52	
Black	Science	8	2000	‡	‡	‡	‡	‡	‡	
Hispanic	Science	8	2005	129.39	32.20	63.96	26.69	9.08	0.27	

NAEP Variable	Subject	Grade	Year	Average	SD	% Below Basic	% Basic	% Proficient	% Advanced	Exclusion Rate
Hispanic	Science	8	2000	126.81	34.98	69.38	19.37	10.77	0.49	
American Indian/Alaska Native	Science	8	2005	‡	‡	‡	‡	‡	‡	
American Indian/Alaska Native	Science	8	2000	‡	‡	‡	‡	‡	‡	
White	Science	8	2005	158.89	30.26	27.91	34.90	33.31	3.88	
White	Science	8	2000	157.90	31.53	27.42	35.96	32.77	3.85	
Unclassified Race/Ethnicity	Science	8	2005	‡	‡	‡	‡	‡	‡	
Unclassified Race/Ethnicity	Science	8	2000	‡	‡	‡	‡	‡	‡	
Male	Science	8	2005	155.10	34.70	33.06	31.42	31.26	4.26	
Male	Science	8	2000	154.82	36.37	31.70	32.05	31.72	4.54	
Female	Science	8	2005	151.61	31.33	35.91	35.51	26.14	2.44	
Female	Science	8	2000	153.47	30.45	33.07	36.16	28.41	2.36	

‡ reporting standard not met

Appendix A.14

Oregon's policies and practices for determining whether a student with a disability or English language learner should participate in NAEP

For the 2003, 2005, 2007, and 2009 assessments, NAEP required that school staff complete a questionnaire for each student with a disability (SD) or English language learner (ELL) selected for NAEP. The questionnaires were designed to determine how an SD or ELL student was assessed in the regular state academic assessment in the NAEP subject the student was selected to take, and if the student could participate in NAEP with the accommodations allowed for the NAEP subject. In 2007 and 2009, states were encouraged by the NAEP State Service Center to provide state-specific guidance to school staff on completing these questionnaires, as well as information on how state accommodation policy differs from NAEP accommodation policy. In 2009, Oregon state-specific guidance on the SD questionnaire stated: "Students should not be excluded from NAEP unless they cannot demonstrate what they know and can do in the selected NAEP subject with the allowable accommodations." In 2009, Oregon state-specific guidance on the ELL questionnaire stated: "Students should not be excluded from the NAEP reading assessment unless **all** the following criteria apply: a.) the student enrolled in a U.S. school for the first time between 5/2/08 and 5/1/09; b.) the student does not take OAKS reading; **and** c.) the student cannot demonstrate what (s)he knows and can do in the NAEP reading assessment with the allowable accommodations." All ELL students in Oregon who were selected for the NAEP 2009 mathematics assessments were expected to participate.

In Oregon, all students are eligible for accommodations on state assessments. Therefore, all students using accommodations on a state assessment, even students without Individualized Educational Plans, have been eligible to receive the same accommodations on NAEP, if the accommodations are NAEP-approved. If a NAEP-approved accommodation is not allowed under Oregon policy, the accommodation has not been offered to Oregon students on NAEP. Two examples are the reading aloud of math numerals and symbols on the NAEP mathematics assessment and the use of a scribe to record constructed response item responses.

Appendix A.15

State Data

									4.0%		7.0%		10.0%		2.0%		2.0%		2.0%	All Students, Asian, White, Multi
		Safe Harbor Targets -- >			2.0%		2.0%		6.0%		10.0%		14.0%		2.0%		2.0%		2.0%	Other subgroups
			HIstoric Data		Prior to RTTT				With RTTT Funding						Without RTTT Funding					
			2007-08	2008-09	2009-10		2010-11		2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
Subject	Grade Span	Subgroup	% Met	% Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met
Math	Elem	All Students	78.2	78.2	1.0	79.2	1.0	80.2	1.0	81.2	1.3	82.5	1.8	84.2	1.0	81.2	1.0	82.2	1.0	83.2
Math	Elem	American Indian/AK Native	68.4	68.3	1.0	69.3	1.0	70.3	1.8	72.0	2.8	74.8	3.5	78.4	1.0	71.3	1.0	72.3	1.0	73.3
Math	Elem	Asian/Pacific Islander	85.4	85.2	1.0	86.2	1.0	87.2	1.0	88.2	1.0	89.2	1.0	90.2	1.0	88.2	1.0	89.2	1.0	90.2
Math	Elem	African American	65.3	63.9	1.0	64.9	1.0	65.9	2.0	68.0	3.2	71.2	4.0	75.2	1.0	66.9	1.0	67.9	1.0	68.9
Math	Elem	Hispanic	61.9	62.7	1.0	63.7	1.0	64.7	2.1	66.8	3.3	70.2	4.2	74.3	1.0	65.7	1.0	66.7	1.0	67.7
Math	Elem	White	82.8	82.6	1.0	83.6	1.0	84.6	1.0	85.6	1.0	86.6	1.3	88.0	1.0	85.6	1.0	86.6	1.0	87.6
Math	Elem	Multi-Racial/Multi-Ethnic	78.6	78.6	1.0	79.6	1.0	80.6	1.0	81.6	1.3	82.9	1.7	84.6	1.0	81.6	1.0	82.6	1.0	83.6
Math	Elem	Limited English Proficient	52.6	54.4	1.0	55.4	1.0	56.4	2.6	59.0	4.1	63.1	5.2	68.3	1.0	57.4	1.0	58.4	1.0	59.4
Math	Elem	Students with Disabilities	54.9	53.9	1.0	54.9	1.0	55.9	2.6	58.5	4.1	62.7	5.2	67.9	1.0	56.9	1.0	57.9	1.0	58.9
Math	Elem	Economically Disadvantaged	68.6	69.2	1.0	70.2	1.0	71.2	1.7	72.9	2.7	75.6	3.4	79.1	1.0	72.2	1.0	73.2	1.0	74.2
Math	Middle	All Students	72.3	75.0	1.0	76.0	1.0	77.0	1.0	78.0	1.5	79.5	2.1	81.5	1.0	78.0	1.0	79.0	1.0	80.0
Math	Middle	American Indian/AK Native	63.4	64.6	1.0	65.6	1.0	66.6	2.0	68.6	3.1	71.7	4.0	75.7	1.0	67.6	1.0	68.6	1.0	69.6
Math	Middle	Asian/Pacific Islander	83.7	84.8	1.0	85.8	1.0	86.8	1.0	87.8	1.0	88.8	1.1	89.9	1.0	87.8	1.0	88.8	1.0	89.8
Math	Middle	African American	56.9	56.5	1.0	57.5	1.0	58.5	2.5	61.0	3.9	64.9	4.9	69.8	1.0	59.5	1.0	60.5	1.0	61.5
Math	Middle	Hispanic	54.5	58.8	1.0	59.8	1.0	60.8	2.4	63.1	3.7	66.8	4.6	71.5	1.0	61.8	1.0	62.8	1.0	63.8
Math	Middle	White	76.5	79.2	1.0	80.2	1.0	81.2	1.0	82.2	1.2	83.5	1.7	85.1	1.0	82.2	1.0	83.2	1.0	84.2
Math	Middle	Multi-Racial/Multi-Ethnic	72.8	75.2	1.0	76.2	1.0	77.2	1.0	78.2	1.5	79.7	2.0	81.8	1.0	78.2	1.0	79.2	1.0	80.2
Math	Middle	Limited English Proficient	38.6	40.5	1.2	41.7	1.2	42.9	3.4	46.3	5.4	51.7	6.8	58.4	1.1	44.0	1.1	45.1	1.1	46.2
Math	Middle	Students with Disabilities	37.3	40.5	1.2	41.7	1.2	42.9	3.4	46.3	5.4	51.7	6.8	58.4	1.1	44.0	1.1	45.1	1.1	46.2
Math	Middle	Economically Disadvantaged	60.0	64.1	1.0	65.1	1.0	66.1	2.0	68.1	3.2	71.3	4.0	75.3	1.0	67.1	1.0	68.1	1.0	69.1
Math	High	All Students	53.6	55.2	1.0	56.2	1.0	57.2	1.7	58.9	2.9	61.8	3.8	65.6	1.0	58.2	1.0	59.2	1.0	60.2
Math	High	American Indian/AK Native	38.6	38.4	1.2	39.6	1.2	40.8	3.6	44.4	5.6	49.9	7.0	57.0	1.2	42.0	1.2	43.2	1.1	44.3
Math	High	Asian/Pacific Islander	68.8	67.6	1.0	68.6	1.0	69.6	1.2	70.8	2.0	72.9	2.7	75.6	1.0	70.6	1.0	71.6	1.0	72.6
Math	High	African American	26.4	29.3	1.4	30.8	1.4	32.1	4.1	36.2	6.4	42.6	8.0	50.6	1.4	33.5	1.3	34.8	1.3	36.1
Math	High	Hispanic	31.1	34.3	1.3	35.6	1.3	36.9	3.8	40.6	5.9	46.6	7.5	54.1	1.3	38.1	1.2	39.4	1.2	40.6
Math	High	White	58.2	60.1	1.0	61.1	1.0	62.1	1.5	63.6	2.5	66.2	3.4	69.6	1.0	63.1	1.0	64.1	1.0	65.1
Math	High	Multi-Racial/Multi-Ethnic	53.1	52.1	1.0	53.1	1.0	54.1	1.8	55.9	3.1	59.0	4.1	63.1	1.0	55.1	1.0	56.1	1.0	57.1
Math	High	Limited English Proficient	16.7	17.1	1.7	18.8	1.6	20.4	4.8	25.2	7.5	32.7	9.4	42.1	1.6	22.0	1.6	23.6	1.5	25.1
Math	High	Students with Disabilities	17.8	19.4	1.6	21.0	1.6	22.5	4.6	27.2	7.3	34.5	9.2	43.6	1.5	24.1	1.5	25.6	1.5	27.1
Math	High	Economically Disadvantaged	36.4	39.4	1.2	40.6	1.2	41.8	3.5	45.3	5.5	50.8	6.9	57.7	1.2	43.0	1.1	44.1	1.1	45.3
Reading	Elem	All Students	82.4	82.7	1.0	83.7	1.0	84.7	1.0	85.7	1.0	86.7	1.3	88.0	1.0	85.7	1.0	86.7	1.0	87.7
Reading	Elem	American Indian/AK Native	75.4	76.1	1.0	77.1	1.0	78.1	1.3	79.4	2.1	81.5	2.6	84.1	1.0	79.1	1.0	80.1	1.0	81.1

Reading	Elem	Asian/Pacific Islander	86.8	87.2	1.0	88.2	1.0	89.2	1.0	90.2	1.0	91.2	1.0	92.2	1.0	90.2	1.0	91.2	1.0	92.2
Reading	Elem	African American	72.9	73.2	1.0	74.2	1.0	75.2	1.5	76.7	2.3	79.0	2.9	81.9	1.0	76.2	1.0	77.2	1.0	78.2
Reading	Elem	Hispanic	65.8	66.7	1.0	67.7	1.0	68.7	1.9	70.6	2.9	73.6	3.7	77.3	1.0	69.7	1.0	70.7	1.0	71.7
Reading	Elem	White	86.9	87.0	1.0	88.0	1.0	89.0	1.0	90.0	1.0	91.0	1.0	92.0	1.0	90.0	1.0	91.0	1.0	92.0
Reading	Elem	Multi-Racial/Multi-Ethnic	85.0	84.4	1.0	85.4	1.0	86.4	1.0	87.4	1.0	88.4	1.2	89.5	1.0	87.4	1.0	88.4	1.0	89.4
Reading	Elem	Limited English Proficient	53.5	55.7	1.0	56.7	1.0	57.7	2.5	60.2	4.0	64.2	5.0	69.2	1.0	58.7	1.0	59.7	1.0	60.7
Reading	Elem	Students with Disabilities	57.6	57.2	1.0	58.2	1.0	59.2	2.4	61.6	3.8	65.5	4.8	70.3	1.0	60.2	1.0	61.2	1.0	62.2
Reading	Elem	Economically Disadvantaged	73.6	74.6	1.0	75.6	1.0	76.6	1.4	78.1	2.2	80.2	2.8	83.0	1.0	77.6	1.0	78.6	1.0	79.6
Reading	Middle	All Students	72.0	75.6	1.0	76.6	1.0	77.6	1.0	78.6	1.5	80.1	2.0	82.1	1.0	78.6	1.0	79.6	1.0	80.6
Reading	Middle	American Indian/AK Native	63.3	68.1	1.0	69.1	1.0	70.1	1.8	71.9	2.8	74.7	3.5	78.2	1.0	71.1	1.0	72.1	1.0	73.1
Reading	Middle	Asian/Pacific Islander	78.0	80.6	1.0	81.6	1.0	82.6	1.0	83.6	1.1	84.7	1.5	86.3	1.0	83.6	1.0	84.6	1.0	85.6
Reading	Middle	African American	59.0	61.9	1.0	62.9	1.0	63.9	2.2	66.0	3.4	69.4	4.3	73.7	1.0	64.9	1.0	65.9	1.0	66.9
Reading	Middle	Hispanic	49.9	55.9	1.0	56.9	1.0	57.9	2.5	60.4	4.0	64.4	5.0	69.4	1.0	58.9	1.0	59.9	1.0	60.9
Reading	Middle	White	77.4	80.7	1.0	81.7	1.0	82.7	1.0	83.7	1.1	84.8	1.5	86.4	1.0	83.7	1.0	84.7	1.0	85.7
Reading	Middle	Multi-Racial/Multi-Ethnic	73.8	77.7	1.0	78.7	1.0	79.7	1.0	80.7	1.3	82.1	1.8	83.9	1.0	80.7	1.0	81.7	1.0	82.7
Reading	Middle	Limited English Proficient	26.8	29.7	1.4	31.1	1.4	32.5	4.0	36.6	6.3	42.9	8.0	50.9	1.3	33.9	1.3	35.2	1.3	36.5
Reading	Middle	Students with Disabilities	37.0	40.4	1.2	41.6	1.2	42.8	3.4	46.2	5.4	51.6	6.8	58.4	1.1	43.9	1.1	45.0	1.1	46.1
Reading	Middle	Economically Disadvantaged	58.8	64.2	1.0	65.2	1.0	66.2	2.0	68.2	3.2	71.4	4.0	75.4	1.0	67.2	1.0	68.2	1.0	69.2
Reading	High	All Students	66.0	67.4	1.0	68.4	1.0	69.4	1.2	70.6	2.1	72.6	2.7	75.4	1.0	70.4	1.0	71.4	1.0	72.4
Reading	High	American Indian/AK Native	55.7	56.1	1.0	57.1	1.0	58.1	2.5	60.6	3.9	64.6	5.0	69.5	1.0	59.1	1.0	60.1	1.0	61.1
Reading	High	Asian/Pacific Islander	67.0	68.4	1.0	69.4	1.0	70.4	1.2	71.6	2.0	73.6	2.6	76.2	1.0	71.4	1.0	72.4	1.0	73.4
Reading	High	African American	41.8	43.7	1.1	44.8	1.1	45.9	3.2	49.1	5.1	54.2	6.4	60.6	1.1	47.0	1.1	48.0	1.0	49.1
Reading	High	Hispanic	39.5	41.6	1.2	42.8	1.1	43.9	3.4	47.3	5.3	52.6	6.6	59.2	1.1	45.0	1.1	46.1	1.1	47.2
Reading	High	White	72.0	73.8	1.0	74.8	1.0	75.8	1.0	76.8	1.6	78.4	2.2	80.6	1.0	76.8	1.0	77.8	1.0	78.8
Reading	High	Multi-Racial/Multi-Ethnic	65.4	65.2	1.0	66.2	1.0	67.2	1.3	68.5	2.2	70.7	2.9	73.7	1.0	68.2	1.0	69.2	1.0	70.2
Reading	High	Limited English Proficient	14.7	12.5	1.7	14.3	1.7	16.0	5.0	21.0	7.9	28.9	9.9	38.9	1.7	17.7	1.6	19.3	1.6	20.9
Reading	High	Students with Disabilities	26.2	27.7	1.4	29.2	1.4	30.6	4.2	34.8	6.5	41.3	8.2	49.5	1.4	32.0	1.4	33.3	1.3	34.7
Reading	High	Economically Disadvantaged	49.5	51.8	1.0	52.8	1.0	53.8	2.8	56.6	4.3	60.9	5.5	66.4	1.0	54.8	1.0	55.8	1.0	56.8

* Growth targets for historically lower performing subgroups (American Indian/AK Native, African American, Hispanic, Limited English Proficient, Student with Disabilities, Economically Disadvantaged) will be 6% for 2011-12, 10% for 2012-13, and 14% for 2013-14. Growth targets for All Students and the subgroups of Asian, White, and Multi-Ethnic/Multi-Racial will be 4% for 2011-12, 7% for 2012-13, and 10% for 2013-14. These targets provide an aggressive approach to close the achievement gap of our lower performing subgroups by setting higher growth targets. In addition, schools/districts are accountable for maintaining growth for All Students, and higher performing subgroups at achievable rates.

* If Oregon does not receive RTTT funding, we will maintain our current safe harbor growth targets of 2.0% each year.

Appendix A-16

NAEP Targets

							4%		10%			2%		2%	
							6%		14%			2%		2%	
							With RTTT Funding					Without RTTT Funding			
							2011		2013			2011		2013	
			% Proficient and Above				Target	Target %	Target	Target %	Goals based on top state	Target	Target %	Target	Target %
Subject	Grade	Subgroup	2003	2005	2007	2009	Growth	Proficient	Growth	Proficient	(MA)	Growth	Proficient	Growth	Proficient
Math	4	All Students	33.2	37.0	35.0	37.1	1.0	38.1	1.9	40.0	57	1.0	38.1	1.0	39.1
Math	4	Amer Indian/AK Native	NA	NA	17.8	15.0	2.5	17.5	5.5	23.0	57	1.0	16.0	1.0	17.0
Math	4	Asian/Pacific Islander	45.5	53.9	53.0	48.0	1.0	49.0	1.0	50.0	57	1.0	49.0	1.0	50.0
Math	4	Black	19.7	11.9	15.6	17.8	2.4	20.1	5.2	25.3	57	1.0	18.8	1.0	19.8
Math	4	Hispanic	14.9	13.9	12.1	15.8	2.5	18.3	5.4	23.7	57	1.0	16.8	1.0	17.8
Math	4	White	36.5	42.4	40.4	43.2	1.0	44.2	1.3	45.5	57	1.0	44.2	1.0	45.2
Math	4	Limited English Proficient	9.1	12.1	6.9	6.4	3.0	9.4	6.7	16.1	57	1.0	7.4	1.0	8.4
Math	4	Students with Disabilities	12.7	15.7	15.8	17.4	2.4	19.8	5.2	25.0	57	1.0	18.4	1.0	19.4
Math	4	Economically Disadvantaged	19.3	24.8	21.1	22.1	2.1	24.2	4.6	28.8	57	1.0	23.1	1.0	24.1
Reading	4	All Students	30.5	29.4	28.3	29.3	1.0	30.3	1.9	32.2	49	1.0	30.3	1.0	31.3
Reading	4	Amer Indian/AK Native	NA	15.3	21.3	22.3	1.6	23.9	3.5	27.4	49	1.0	23.3	1.0	24.3
Reading	4	Asian/Pacific Islander	33.0	35.0	31.8	32.8	1.0	33.8	1.5	35.4	49	1.0	33.8	1.0	34.8
Reading	4	Black	19.3	15.1	10.2	11.2	2.3	13.5	5.0	18.5	49	1.0	12.2	1.0	13.2
Reading	4	Hispanic	15.3	10.2	10.4	11.4	2.3	13.6	5.0	18.6	49	1.0	12.4	1.0	13.4
Reading	4	White	33.7	34.2	33.7	34.7	1.0	35.7	1.3	37.0	49	1.0	35.7	1.0	36.7
Reading	4	Limited English Proficient	7.7	6.8	3.7	4.7	2.7	7.4	5.8	13.2	49	1.0	5.7	1.0	6.7
Reading	4	Students with Disabilities	9.6	12.7	8.6	9.6	2.4	12.0	5.2	17.2	49	1.0	10.6	1.0	11.6
Reading	4	Economically Disadvantaged	18.5	16.7	14.3	15.3	2.0	17.4	4.4	21.8	49	1.0	16.3	1.0	17.3
Math	8	All Students	32.0	33.7	34.8	36.6	1.0	37.6	1.4	39.0	52	1.0	37.6	1.0	38.6
Math	8	Amer Indian/AK Native	13.8	23.4	15.8	24.8	1.6	26.4	3.6	30.0	52	1.0	25.8	1.0	26.8
Math	8	Asian/Pacific Islander	41.3	49.8	52.9	50.0	1.0	51.0	1.0	52.0	52	1.0	51.0	1.0	52.0
Math	8	Black	16.8	8.8	27.9	12.3	2.4	14.7	5.2	19.9	52	1.0	13.3	1.0	14.3
Math	8	Hispanic	12.2	10.1	13.9	15.5	2.2	17.7	4.8	22.5	52	1.0	16.5	1.0	17.5
Math	8	White	35.1	37.9	39.0	41.4	1.0	42.4	1.0	43.4	52	1.0	42.4	1.0	43.4
Math	8	Limited English Proficient	4.0	10.3	6.5	2.9	2.9	5.8	6.5	12.3	52	1.0	3.9	1.0	4.9
Math	8	Students with Disabilities	6.9	7.4	9.5	6.0	2.8	8.8	6.1	14.8	52	1.0	7.0	1.0	8.0
Math	8	Economically Disadvantaged	17.1	20.4	20.4	20.9	1.9	22.7	4.1	26.8	52	1.0	21.9	1.0	22.9
Reading	8	All Students	33.1	32.6	34.0	35.0	1.0	36.0	1.0	37.0	43	1.0	36.0	1.0	37.0
Reading	8	Amer Indian/AK Native	NA	21.7	32.0	33.0	1.0	34.0	1.3	35.3	43	1.0	34.0	1.0	35.0
Reading	8	Asian/Pacific Islander	34.3	35.5	44.3	45.3	1.0	46.3	1.0	47.3	43	1.0	46.3	1.0	47.3
Reading	8	Black	17.9	17.8	20.6	21.6	1.3	22.9	2.8	25.7	43	1.0	22.6	1.0	23.6
Reading	8	Hispanic	18.5	14.6	13.7	14.7	1.7	16.4	3.7	20.1	43	1.0	15.7	1.0	16.7
Reading	8	White	35.7	36.2	37.1	38.1	1.0	39.1	1.0	40.1	43	1.0	39.1	1.0	40.1
Reading	8	Limited English Proficient	6.6	8.8	2.5	3.5	2.4	5.8	5.2	11.0	43	1.0	4.5	1.0	5.5
Reading	8	Students with Disabilities	6.6	5.1	6.0	7.0	2.2	9.2	4.7	13.9	43	1.0	8.0	1.0	9.0
Reading	8	Economically Disadvantaged	21.9	20.7	21.1	22.1	1.3	23.3	2.8	26.1	43	1.0	23.1	1.0	24.1

* The calculation of NAEP targets are based on setting goals determined by on the top state's NAEP performance. In conducting a review of states' performance on NAEP, the state of Massachusetts consistently achieved the top levels of performance in the nation. Therefore the goals for this spreadsheet (Column L) have been set using the following percentages of student performance achieved by the state of Massachusetts: 57 for Grade 4 Math, 49, for Grade 4 Reading, 52 for Grade 8 Math, and 43 for Grade 8 Reading.

* For 2009, the achievement results for Reading, Grade 4 and Grade 8 have not been released. ODE has calculated these scores using the current safe harbor growth target of 2.0 for all students and subgroups. This resulted in a 1.0% gain for all students and subgroups.

* Safe Harbor growth targets for All Students, Asian/Pacific Islander, White, and Multi-Racial/Multi-Ethnic are proposed at 4% for 2011-12 (year one of RTTT funding) and 10% for 2013-14 (year three). Adminstration of NAEP testing is on a two year cycle. Therefore we do not list a safe harbor growth target for 2012-13 or year two of RTTT funding.

* Safe Harbor growth targets for American Indian/AK Native, African American, Hispanic, Limited English Proficient, Students with Disabilities, and Economically Disadvantaged are proposed at 6% for 2011-12 (year one of RTTT funding) and 14% for 2013-14 (year three). Adminstration of NAEP testing is on a two year cycle. Therefore we do not list a safe harbor growth target for 2012-13 or year two of RTTT funding.

* If Oregon does not receive RTTT funding, we will maintain our current safe harbor growth targets of 2.0% each year.

State Graduation Data*

						3.0%		5.0%		7.0%		2.0%		2.0%		2.0%	
		2.0%		2.0%		4.0%		7.0%		10.0%		2.0%		2.0%		2.0%	
		Prior to RTTT				With RTTT Funding						Without RTTT Funding					
		2009-10 AYP Class of 2008-09 Graduation Rate		2010-11 Class of 2009-10 Graduation Rate		2011-12 Class of 2010-11 Graduation Rate		2012-13 Class of 2011-12 Graduation Rate		2013-14 Class of 2012-13 Graduation Rate		2011-12 Class of 2010-11 Graduation Rate		2012-13 Class of 2011-12 Graduation Rate		2013-14 Class of 2012-13 Graduation Rate	
Subgroup	Estimated 2007-08 Cohort Graduation Rate*	Target Growth	Target Grad Rate	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met	Target Growth	Target % Met
AYP Target for the reporting year			**60%**		**60%**		**63%**		**66%**		**69%**		**63%**		**66%**		**69%**
All Students	68.0	1.0	69.0	1.0	70.0	1.0	71.0	1.5	72.5	1.9	74.4	1.0	71.0	1.0	72.0	1.0	73.0
American Ind/AK Native	58.0	1.0	59.0	1.0	60.0	1.6	61.6	2.7	64.3	3.6	67.9	1.0	61.0	1.0	62.0	1.0	63.0
Asian/Pacific Islander	76.6	1.0	77.6	1.0	78.6	1.0	79.6	1.0	80.6	1.4	82.0	1.0	79.6	1.0	80.6	1.0	81.6
Black	51.9	1.0	52.9	1.0	53.9	1.8	55.7	3.1	58.8	4.1	63.0	1.0	54.9	1.0	55.9	1.0	56.9
Hispanic	56.3	1.0	57.3	1.0	58.3	1.7	60.0	2.8	62.8	3.7	66.5	1.0	59.3	1.0	60.3	1.0	61.3
White	70.8	1.0	71.8	1.0	72.8	1.0	73.8	1.3	75.1	1.7	76.9	1.0	73.8	1.0	74.8	1.0	75.8
Multi-Racial/Multi-Ethnic	62.6	1.0	63.6	1.0	64.6	1.1	65.7	1.7	67.4	2.3	69.7	1.0	65.6	1.0	66.6	1.0	67.6
Economically Disadvantaged	64.8	1.0	65.8	1.0	66.8	1.3	68.1	2.2	70.4	3.0	73.3	1.0	67.8	1.0	68.8	1.0	69.8
Limited English Proficient	48.2	1.0	49.2	1.0	50.3	2.0	52.2	3.3	55.6	4.4	60.0	1.0	51.3	1.0	52.3	1.0	53.3
Students with Disabilities	47.3	1.1	48.4	1.0	49.4	2.0	51.4	3.4	54.8	4.5	59.3	1.0	50.4	1.0	51.4	1.0	52.4

* - The 2007-08 rates were informational only, and not validated by districts.
ODE did not produce disaggregated rates for 2007-08. The subgroup data is estimated from other sources. Targets may need to be reset when data from the Class of 2009 is available.

* AYP Targets listed are the proposed targets that ODE submitted to the US Department of Education as part of the evidence for the ODE Cohort Graduation Rate.

* Safe Harbor growth targets for All Students, Asian/Pacific Islander, White, and Multi-Racial/Multi-Ethnic are proposed at 3% for 2011-12, 5% for 2012-13, and 7% for 2013-14. These targets are based on aggressive, yet historically achievable rates.

* Safe Harbor growth targets for American Indian/AK Native, African American, Hispanic, Limited English Proficient, Students Disabilities, and Economically Disadvantaged are proposed at 4% for 2011-12, 7% for 2012-13, and 10% for 2013-14. These targets are based on an aggressive approach to achieve the goal of all subgroups meeting the AYP targets for each year.

* If Oregon does not receive RTTT funding, we will maintain our current safe harbor growth targets of 2.0% each year.

Detailed Table for (A)(1)

Appendix A.18

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion														
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(1)(i)	(C)(1)(ii)	(C)(3) (iii)	(C)(3)(vi)	(C)(2)(i)	(C)(2)(ii)	(C)(2)(iii)	(D)(1)(i)(C)(2)	(D)(1)(ii)(C)(2)	(D)(1)(iii)(C)(2)	(D)(1)(iv)(C)(2)	(D)(1)(v)(C)(2)	(D)(1)(vi)(C)(2)	(E)(1)(C)(2)	(E)(2)(C)(2)	(E)(3)(C)(2)	(E)(5)(C)(2)	(E)(6)(C)(2)	(E)(7)(B)
Amity SD 4J	4	805	365	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Annex SD 29	1	73	39	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ashland SD 5	6	2890	754	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Astoria SD 1	5	1906	937	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y
Athena-Weston SD 29RJ	3	561	257	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Banks SD 13	3	1220	247	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Beaverton SD 48J	53	37656	12271	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Bend-LaPine Administrative SD 1	27	15957	6407	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bethel SD 52	11	6047	2857	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canby SD 86	9	5009	1784	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Centennial SD 28J	10	6700	3730	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Curry SD 1	3	604	301	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Point SD 6	12	4720	2237	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clatskanie SD 6J	2	888	418	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colton SD 53	3	698	168	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coos Bay SD 9	8	3510	2121	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Corvallis SD 509J	13	6738	2376	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creswell SD 40	3	1274	595	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crook County SD	8	3208	1802	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crow-Applegate-Lorane SD 66	3	335	132	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Culver SD 4	3	686	426	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dallas SD 2	6	3300	1152	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dayton SD 8	3	997	591	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Echo SD 5	1	273	133	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eugene SD 4J	42	17786	6106	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Falls City SD 57	2	165	118	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fern Ridge SD 28J	6	1601	709	Y	N	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion														
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(f)	(D)(3)(c)	(D)(3)(d)(i)	(D)(3)(d)(ii)	(D)(3)(d)(iii)	(D)(3)(d)(iv)	(D)(3)(d)(v)	(D)(3)(d)(vi)	(D)(3)(d)(vii)	(D)(3)(d)(viii)	(D)(3)(d)(ix)	(D)(3)(d)(x)	(E)(2)(C)	(F)(2)
Forest Grove SD 15	11	6166	3380	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Gaston SD 511J	2	483	195	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	NA	Y	Y	Y	NA
Gladstone SD 115	3	2112	819	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grants Pass SD 7	9	5761	2948	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gresham-Barlow SD 10J	22	12156	4624	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harney County SD 3	5	973	604	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Harney County Union High SD 1J	1	84	42	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	NA	Y	Y	Y	NA
Harper SD 66	1	85	56	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harrisburg SD 7J	3	947	446	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Helix SD 1	1	171	45	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	N
Hillsboro SD 1J	34	20497	8332	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Hood River County SD	10	3973	2244	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Jackson County SD 9 (Eagle Point)	11	4253	2590	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson County SD 509J	7	2977	2358	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jordan Valley SD 3	3	90	48	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Junction City SD 69	4	1661	757	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Klamath County SD	22	6154	3813	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
Knappa SD 4	2	511	201	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	NA	NA	Y	NA	Y	Y	Y
Lebanon Community SD 9	9	4325	2187	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
Lincoln County SD	16	5373	3133	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lowell SD 71	2	285	138	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	N
Mapleton SD 32	2	172	124	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marcola SD 79J	4	358	71	Y	Y	N	Y	Y	Y	Y	Y	NA	Y	Y	Y	Y	Y	NA	N	Y	Y	Y	Y
McKenzie SD 68	3	216	121	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	NA	Y	Y	Y	Y	Y	Y
McMinnville SD 40	11	6526	3345	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Milton-Freewater Unified SD 7	6	1984	1424	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
Monroe SD 1J	2	467	250	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(1)	(C)(1)	(D)(1)	(D)(3) (a)	(D)(2) (b)	(D)(2) (c)	(D)(2) (a)	(E)(2) (a)	(E)(1)(2)(C)	(E)(1)(2)(D)	(E)(1)(2)(E)	(E)(1)(2)(F)	(E)(1)(2)(G)	(E)(1)(2)(H)	(F)(1) (a)	(F)(1) (b)	(F)(1) (c)	(F)(2)
Morrow Co SD 1	8	2237	1482	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Bend SD 13	7	2447	1051	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Clackamas SD 12	32	17772	6347	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Marion SD 15	4	1910	1194	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Santiam SD 29J	5	2417	1206	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nyssa SD 26	3	1155	788	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ontario SD 8C	7	2610	1901	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oregon City SD 62	16	8331	2989	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oregon Trail SD 46	10	4172	1797	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	NA	Y	Y	Y	Y	Y	Y	Y
Parkrose SD 3	6	3528	2429	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y
Pendleton SD 16	9	3360	1495	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Perrydale SD 21	1	332	106	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Philomath SD 17J	6	1684	582	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pleasant Hill SD 1	3	851	93	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portland SD 1J	92	45024	18984	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rainier SD 13	3	1168	551	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N	Y	Y	Y	Y	Y
Redmond SD 2J	13	7169	3164	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reedsport SD 105	2	677	367	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reynolds SD 7	20	11428	7092	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	Y	NA	Y	Y	Y	Y	Y	Y	Y
Salem-Keizer SD 24J	68	40200	23177	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Santiam Canyon SD 129J	3	600	345	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scappoose SD 1J	7	2250	614	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scio SD 95	5	3182	225	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sheridan SD 48J	4	994	552	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sherwood SD 88J	6	4530	622	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sisters SD 6	6	1561	311	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Siuslaw SD 97J	3	1367	582	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion														
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(1)	(C)(1)	(C)(2)	(C)(3)(i)	(C)(3)(ii)	(D)(2)	(E)(2)	(E)(2)(i)	(E)(2)(ii)	(E)(2)(iii)	(E)(2)(iv)	(E)(2)(v)	(F)(1)	(F)(2)	(G)(1)	(G)(2)	(G)(3)	(B)(2)
South Lane SD 45J3	13	2849	1656	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y
Springfield SD 19	26	11126	5448	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stanfield SD 61	2	554	364	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y
Three Rivers/Josephine County SD	15	5373	3097	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Tigard-Tualatin SD 23J	17	12778	4110	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tillamook SD 9	5	2026	1114	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ukiah SD 80R	1	41	3	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Umatilla SD 6R	3	1344	1079	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y
Vale SD 84	4	911	459	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Vernonia SD 47J	4	618	228	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y	Y	Y	NA
Warrenton-Hammond SD 30	2	868	355	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yamhill Carlton SD 1	4	1204	405	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Table of Terms
Y = Yes
N = No
NA = Not applicable or Not available at this time

Oregon University & Community College Enrollment Targets

For Oregon Race To The Top Grant Section VI (A)(1)(iii)(d)

State Success Factors, Item (d): Increasing college enrollment .

College Enrollment of Oregon High School Completers	2010	2011	2012	2013	2014
Oregon High School Graduates	35,378	34,840	34,008	33,855	34,317
College Enrollment with No Additional Funds*	75.0%	75.0%	75.0%	75.0%	75.0%
College Enrollment with RTTT funds	75.0%	75.0%	75.5%	76.0%	77.0%
Completion of 45 College Credit Hours by Recent Oregon High School Grads					
Public University and Community College Students who Meet Requirement					
With No Additional Funds*	48.5%	48.5%	48.5%	48.5%	48.5%
With RTTT Funds	48.5%	48.5%	49.0%	49.5%	50.5%
* Current status					

NOTES: Includes new high school completers enrolling in postsecondary institutions within 16 months. Assumes enrollment patterns of +3.0% in the second fall following high school completion for all educational sectors. Includes enrollment in all educational sectors including out of state, except proprietary.

NOTE: Any enrollment growth could possibly be jeopardized by state postsecondary funding decisions.

Methodology: Uses Where Have Oregon's Graduates Gone? Class of 2005 survey data to identify postsecondary enrollment of Oregon high school graduates by educational sector. Annual enrollment is estimated at 73% minus 1% for proprietary enrollment. Then 3% additional college enrollment is added to account for students starting in their second fall after high school completion.

Oregon's Race to the Top STEM Initiative: Strategies for improving Oregon students' achievement in science, technology, engineering and math.

Districts participating in the Oregon Plan will have access to a variety of coordinated strategies aimed at increasing the access to Science, Technology, Engineering, and Mathematics (STEM) as a part of the learning environment. Students will be engaged in a variety of learning opportunities that target increasing achievement in reading/language arts, science, and mathematics. In addition to increasing student achievement and closing the achievement gap, the intended impact is to increase graduation rates, and increase the number of students enrolling in college programs in the areas of math, science, technology, and engineering.

The Oregon Department of Education (ODE) will take a lead role in coordinating and synchronizing the development and delivery of services to partner schools. ODE will expand related statewide infrastructure such as an existing online and open source for instructional resources called the Oregon Virtual School District (ORVSD), the Title IID 21st Century Technology Rich Learning and Teaching Initiative and Resources for Educational Achievement and Leadership (REAL). ODE will also work with all partners to assure that services are linked to standards, reflective of a consistent pedagogy, and continuously monitored and evaluated with an eye towards continuous improvement.

This effort will be coordinated by an ODE Steering Committee composed of representatives from LEAs, education service districts (ESD), Oregon Pre-engineering and Applied Science Initiative (OPAS), Oregon State University (OSU), Portland State University (PSU), the Oregon Preparation for Instruction of Science and Math (PrISM) program, the Organization for Educational Technology and Curriculum (OETC), Education Northwest, and the Oregon Education Association (OEA). Partnerships between the ODE and other existing organizations will be instrumental in accomplishing the strategies for increasing student achievement, closing the achievement gap, increasing graduation rates, and increasing teacher effectiveness. The organizations represented on the Steering Committee bring additional key

partners to this project, such are industry and business partners, museums and other informal educators.

As part of the Oregon Plan, students will increase performance in reading/language arts, science, technology, engineering and mathematics through increased access to participate in 21st Century learning opportunities that are readily available as a result of the following strategies:

(1) Teacher Effectiveness and Capacity Building: Improve classroom instruction and teacher effectiveness by providing a variety of high-quality, ongoing, sustained professional development opportunities for teachers including STEM summer institutes, that focus on content, pedagogy, and use of educational technology, with follow-up support and evaluation during the school year; and expansion of Oregon professional development cadres (including EdTech, Building Math Leadership Across Oregon, and Science Teacher Leaders) to build statewide capacity. Importantly, professional development will be facilitated by OSU, PSU, PrISM, and OETC.

(2) STEM Connections: Increased opportunities to connect student learning activities to real world careers. STEM education and career information about both formal and informal STEM education opportunities will be provided to families through schools, ESDs, local colleges, service learning organizations, museums, and other informal education entities. Family opportunities to learn about STEM careers will be specifically designed to address under-represented populations. Moreover, building interest and understanding of STEM careers beginning in the elementary years will improve interest in STEM education.

(3) Opportunities for STEM beyond the school day: The Oregon Plan will expand the capacity for all Oregon students to participate in high quality STEM experiences beyond the school day by supporting expansion of school-based groups that engage students in engineering and technological design activities and partner students with community mentors. Expansion of afterschool programs such as FIRST Robotics, SMILE, MESA, and Saturday Academy will be facilitated by OPAS. Twenty-first Century Community Learning Centers will also help communities and schools offer new academic and enrichment programs during out-of-school time and education and family literacy opportunities for the participating children's adult family members.

(4) Resources: The Oregon Plan will provide increased availability of high-quality digital content, professional development, lesson plans, and online tools. The Oregon Department of Education will provide open source online STEM instructional materials and access to online tools through the Oregon Virtual School District (ORVSD), the Oregon EdTech 21st Century Technology Rich Learning and Teaching Initiative, and Resources for Educational Achievement and Leadership (REAL). These resources will be available for teachers to provide a wide variety of STEM instruction in the classroom and personalize learning for individual students and for families to extend learning experiences beyond the classroom.

(5) Building for the Future: The Oregon Plan will improve classroom instruction by providing math and science pre-service teachers with STEM focused training that promotes an integrated approach to teaching STEM followed by a three-year induction program.

Providing effective and efficient operations and processes for implementing its Race to the Top grant.

The delivery of research-based STEM resources will be coordinated through the following strategies:

(1) Expand the number and role of professional learning communities so that all teachers have access to a regional STEM professional learning community supported by face-to-face meetings and online professional development. These regional communities would have consistent access to research and examples of best practices disseminated through ORVSD and REAL.

(2) Expand the work done through the National Science Foundation (NSF) and Title IIB Math-Science Partnerships (MSPs) by supporting identification of Oregon signature STEM schools that serve as laboratories of implementation and avenues for research on integration in STEM education, student-centered inquiry curricula, and proficiency-based learning and teaching.

(3) Disseminate the evaluation data, effective strategies, best practices, and lesson plans from the 21st Century Technology-Rich Learning and Teaching Initiative and suport the online Network to serve as a resource for professional learning communities across the state.

(4) Work with Education Northwest and university partners to conduct ongoing evaluation and research on the effectiveness of implemented practices.

Using the fiscal, political, and human capital resources of the State to continue after the period of funding.

STEM strategies will be sustained beyond grant funding through the following strategies:

(1) Establish a network of existing committed STEM partners who will participate in long-term alliances that will provide intellectual and material support to formal and informal STEM educators.

(2) Build on the success of the existing professional development cadres (including the EdTech, Building Math Leadership Across Oregon, and Science Teacher Leaders) to establish robust regional and local professional learning communities that will continue to evaluate and implement STEM education reform. Develop connections with and integrate the work of other existing professional organizations that have provided professional development which has been effectively providing teachers with research-based strategies such as the Oregon Science Teachers Association and the Oregon Council of Teachers of Mathematics.

(3) Enhance existing resources such as ORVSD, the Title IID 21st Century Technology Rich Learning and Teaching Initiative Network, and Resources for Educational Achievement and Leadership (REAL) to provide ongoing access to high-quality digital content, online tools, and open source instructional materials.

Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA

Each of the STEM strategies included in the Oregon Plan is designed to address the achievement gaps between subgroups. Coordination with Title IA School Improvement, Title IA, ARRA, Statewide Systems of Support, Title IIA Mentorship/Coaching training, Title IIB Math-Science Partnerships, Building Math Instructional Leadership Across Oregon Professional Development, and Title IID 21st Century Technology Rich Learning and Teaching Initiative will target reading, writing, English language arts, mathematics, English language development, and science. These programs target high-need schools and increasing the academic performance of students most in need.

Increased student engagement and personalization of learning through integrated STEM education are expected to increase graduation rates. Personalization of learning will help students

be more successful along the way, increase student engagement in their own learning, and increase the numbers of students who stay in school.

Increasing college enrollment and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

All students and their families will have access to STEM career pathway information through the following strategies:

(1) ODE will expand the number and quality of local, regional, and state programs of study that define STEM pathways for students to prepare for post-secondary education and careers while awarding dual credit.

(2) Programs such as Saturday Academy, eCHAMP, MESA, FIRST Robotics, and SMILE provide students with high-quality college and career pathways.

(3) In addition, the Oregon Plan will expand the capacity for Oregon students to participate in high quality STEM experiences beyond the school day which expose students to careers and mentors.

Internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments tied to these standards.

(1) Establish articulated pathways based on the Career and Technical Education Programs of Study that help students to achieve grade-level benchmarks for STEM knowledge and skills and technical content in preparation for STEM related careers.

(2) Develop formative and summative assessments that help promote student learning and application of Oregon Essential Skills related to critical thinking and problem solving.

(3) Use regional STEM professional learning communities to provide professional development on use of assessments to improve teaching and learning of critical thinking and problem solving.

(4) Develop a series of integrated support documents to support the content standards that identify (a) conceptual connections, (b) prior/subsequent knowledge for the concept, (c) misconcpetions, (d) vocabulary, and eventually, (e) formative assessments.

(5) Create a crosswalk document linking current Oregon Standards to newly adopted common core standards.

(6) Identify gaps in mathematical concepts in common core standards using the Surveys of Enacted Curriculum, and adopt an additional 15% of standards based on both crosswalk and gap analyses.

Using data to improve instruction.

Data from the STEM program evaluation, the Title IID 21st Century Technology Rich Learning and Teaching Initiative, and the Title IIB Math-Science Partnerships (MSPs) and strategies implemented as a result of this project will be used to inform continuous improvement efforts and increased STEM education policies, resources and next steps.

(1) Expand the work done through National Science Foundation (NSF) and Title IIB Math-Science Partnerships (MSPs) by supporting development of signature STEM programs in schools that serve as laboratories of implementation and avenues for research on integration in STEM education, student-centered inquiry curricula, and proficiency-based learning and teaching.

(2) Expand the effective strategies learned from the Title IID 21st Century Technology Rich Learning and Teaching Initiative by supporting development of learning environments that support reading/English language arts and STEM education.

Effective teachers and principals: Improving the quality of STEM instruction.

In order to improve practice, teachers need access to professional learning communities and coaches/mentors to encourage trying new skills, application of new tools and changes in instruction and student learning opportunities. The fusion of high quality professional development (face-to-face and online), engaging content and delivery, increased access to professional learning communities and access to coaches and guidance and solutions combined with increased student access to STEM learning opportunities both during and outside of the school day will lead Oregon to accomplishing the goals set forth in this proposal.

Oregon will increase teacher effectiveness and build capacity across the state to improve classroom instruction and the impact of teaching by providing a variety of professional development opportunities for teachers including STEM summer institutes, that focus on

content, pedagogy, and use of educational technology, with follow-up support and evaluation during the school year, and expansion of Oregon professional development cadres (including EdTech, Building Math Leadership Across Oregon, and Science Teacher Leaders) to build statewide capacity.

Oregon will expand the role of professional learning communities by bringing together the different organizations that provide research-based professional development for STEM teachers. This networking among the existing professional development opportunities will help us to leverage resources and make greater connections to STEM learning so that all teachers have access to a regional STEM professional learning community supported by face-to-face meetings and online tools and professional development available through the Oregon Virtual School District (ORVSD), PRiSM, and Oregon professional development cadres.

In addition to specifically addressing high quality and effective teaching as a part of the Oregon Plan for equitable distribution of high quality teachers in Oregon schools, a major component of the STEM Strategies is to expand the role of professional learning communities so that all teachers have access to a regional STEM professional learning community supported by face-to-face meetings and online professional development offered through Oregon Virtual School District (OVSD), Oregon professional development cadres (including EdTech, Building Math Leadership Across Oregon, and Science Teacher Leaders), and PrISM. Regional communities will have consistent access to research, examples of best practices, digital content, online tools, and a network of colleagues for sharing expertise and successes.

Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals.

Oregon schools and districts will have access to a variety of resources to help make data-informed decisions, design instruction, align systems and remove barriers to effective implementation of practices to improve STEM education in our schools.

(1) The Oregon School and District Improvement Network will provide support to districts and schools as they respond to federal requirements of schools and districts in improvement. ODE is building partnerships with other agencies and organizations throughout the state whose mission it is to support schools and districts by increasing teaching and learning quality. These partnerships include, but are not limited to the following organizations: Oregon Regional Education Service

Districts (ESDs); Confederation of Oregon School Administrators; Oregon School Boards Association; Oregon Education Association; Education Northwest; Northwest Regional Comprehesive Center; Institutions of Higher Education; Community Colleges; Oregon Parent Information Resource Center (PIRC).

(2) Professional development opportunities focused on STEM education will increase with the collaborative efforts of ODE, Ed Northwest, PSU, OSU, PRISM, OETC, and other collaborators in this project.

(3) Coaching will increase as a result of the Title IID 21st Century Technology Rich Learning and Teaching Initiative and the Oregon Mentor Project. Through the Steering Committee, we will develop a model for integrated STEM coaching that can be shared and implemented by all of the partners in this grant.

(4) Job-embedded opportunties for data analysis, designing instructional strategies, differentiating instruction and personalizing learning to meet the specific needs of high need students will result from increased implementation of Professional Learning Communities.

(5) The state will develop better practices, policies, and opportunities for teachers and administrators as we evaluate this project and develop more effective strategies for increasing student achievement and provide greater opportunities for STEM education.

(6) Create more opportunities for licensure and better induction programs to increase the number of teachers for STEM.

(7) Leverage resources by working local school agencies to combine efforts in order to share lesson plans, strategies and assessments (formative and summative) and models of effective practice.

Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement.

Education Northwest will coordinate evaluation of the strategies implemented in this project in order to measure the effectiveness of the strategies to improve student achievement. Education Northwest will guide districts in conducting needs assessments to determine specific areas of need and a clear focus of the specific strategies to be implemented in that LEA based on the results of the needs assessment.

Professional learning communities will provide a platform for data analysis, planning, identification of solutions, practice and discussion of outcomes, and sharing successes that help a school move forward with successful STEM opportunities for students.

Appendix A.21

NCES Graduation Rate as Reported on AYP

	Graduation Year (data is lagged on AYP Reports)					
	2002-03	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**
All Students	81.4%	80.7%	81.8%	81.7%	81.4%	84.0%
American Indian/AK Native	69.1%	71.5%	72.9%	68.6%	71.7%	75.5%
Asian/Pacific Islander	84.4%	86.0%	90.3%	88.4%	87.2%	89.3%
African American	63.0%	64.8%	69.5%	69.4%	68.1%	68.5%
Hispanic	61.6%	60.1%	64.0%	63.6%	64.4%	70.5%
White	84.8%	83.9%	85.1%	85.2%	84.8%	87.1%
MultiEthnic			86.3%	83.4%	79.1%	79.3%
Limited English Proficient	66.3%	79.4%	59.4%	71.0%	72.5%	60.3%
Students with Disabilities	77.6%	57.9%	63.4%	71.6%	66.5%	75.5%
Economically Disadvantaged	73.2%	86.6%	82.7%	74.4%	73.8%	81.5%

Race to the Top – Letters of Support for Oregon's Application

ORGANIZATION	FROM	TITLE
Oregon Education Association	Gail Rassmussen	President
2008 National Teacher of the Year	Michael Geisen	Crook County Middle School Science Teacher
Beaverton Education Foundation	Kristine Baggett	Executive Director
Business Education Compact	Tamra Busch-Johnsen	Executive Director
Chalkboard Project	Sue Hildick	President
Children's Institute	Swati Adakar	Executive Director
Children's Institute/Compli	Ken Thrasher	Chairman
Confederation of Oregon. School Administrators	Kent Hunsaker	Executive Director
Education Enterprise Steering Committee	Karen Fischer Gray	Chair
Education Northwest	Steve Fleischman	Deputy Executive Officer
First	Deb Mumm-Hill	NW Regional Director
Forest Grove SD	Yvonne Curtis/Fred Marble	Superintendent/Board Chair
Grant School District	Newell Cleaver	Superintendent
Harvard University	Elizabeth City	Executive Dir. Doctor of Educ. Leadership Program
Harvard University/ExEL	Angela Kenyatta	Leadership Consultant/Coach
High Desert ESD	Jim Golden	Director of Programs for Children with Special Needs
Hillsboro Schools Foundation	Aron Carleson	Executive Director

ORGANIZATION	FROM	TITLE
Hispanic Metropolitan Chamber	Gale Castillo	President
Intel	Morgan Anderson	Intel Oregon Education & Govt. Affairs Manager
Leaders Roundtable	Maxine Thompson	Coordinator
Lewis & Clark Bank	Larry Baker	President/CEO/Director
Meyer Memorial Trust	Doug Stamm	Executive Director
National Council of La Raza	Janet Murguia	President and CEO
Nike School Innovation Fund	Julia Brim-Edwards	Manager
NW Center for Educational Options	Kaaren Heikes	Executive Director
NWEA	Matt Chapman	President and CEO
Nyssa School District	Don Grotting	Superintendent
Oregon Commission on Children and Families	Mickey Lansing	Executive Director
Oregon Business Association	Ryan Deckert	President
Oregon Leadership Network	Rob Larson	Director
Oregon Parent Teacher Association	Sandra Bell	President
Oregon School Boards Association	Beth Gerot	President
Oregon University System	Paul Kelly/George Pernsteiner	President/Chancellor
Portland Community College	Preston Pulliams	District President
Portland Public Schools	Xavier Botana	Chief Academic Officer

ORGANIZATION	FROM	TITLE
Portland Schools Foundation	Dan Ryan	Chief Executive Officer
Portland State University	Randy Hitz	Dean
Resources Global Professionals	Jus Singh	Managing Director
Salem-Keizer Coalition for Equality	Eduardo Angulo	Chairman & Executive Director
Saturday Academy	Joyce Cresswell	Executive Director
Sherwood School District	Dan Jamison/Connie Hansen/Terrel Smith	Superintendent/Board Chair/President
Stand for Children	Dana Hepper	Oregon Advocacy Director
State Board of Education	Duncan Wyse	Board Chair
State Legislature	Bruce Hanna/Ted Ferrioli	House/Senate Republican Leaders
State Legislature	Peter Courtney, Dave Hunt, Richard Devlin, Mary Nolan	House/Senate Majority Leaders
Tigard-Tualatin	Rob Saxton/Jill Zurschmeide	Superintendent/Board Chair
Teachers Standards and Practices Com.	Victoria Chamberlain	Executive Director
University of Oregon	Michael Bullis	Dean of Education
U.S. House of Representatives	Kurt Schrader	Member of Congress
Western Oregon University	Hilda Roselli	Dean of Education

OREGON EDUCATION ASSOCIATION

OEA · NEA

WWW.OREGONED.ORG

January 8, 2010

The Honorable Theodore Kulongoski, Governor
Susan Castillo, State Superintendent

Dear Governor Kulongoski and Superintendent Castillo,

On behalf of our 48,000 members, the Oregon Education Association is submitting this letter of support for Oregon's Race to the Top application. As members of the design team and related work groups, OEA has collaborated on an application that supports statewide change and that includes educators in the planning, creating and decision making process at each step.

Oregon's application is a blueprint for a sustainable support system that will ensure that educators have the tools necessary to help every student achieve success. The application integrates into the grant OEA's core values of equity, access, and high quality professional development. And most importantly, it supports using the collective bargaining process to create evaluation systems and assignment processes that will benefit all educators.

Oregon's application endorses research driven practices, not silver bullets. It highlights local ideas and local decision-making and includes educators, administrators and other stakeholders in the process to meet the very real needs of Oregon students. The process used to develop the grant included difficult dialogue about ideas that caused discomfort for many of our members. The end product has addressed several of those concerns and gives support to collaboration at the local level to develop appropriate and mutually acceptable solutions.

The Association appreciates the clarity of shared values. This is evidenced by strong language on mentoring (for pay), coaching, collaboration, working with the Association and language around professional development created by all educators: teachers, education support professionals, and administrators. The application also uses the language of "honoring collective bargaining contracts". And, it rejects ideas that go against OEA's core beliefs. Specifically:

- There is no language in the struggling schools section that speaks to "closing the school" and reopening as a charter school, no reconstituting as an appropriate method of improving struggling schools.
- There is no mention of merit pay, or pay for performance, nor is there any mention of using student test scores for transfer, assignment, or dismissal. In fact, Oregon's application contains Oregon statutory language regarding evaluation and dismissal.

OEA supports Oregon's application because it clearly demonstrates the Design Team's commitment to using Race to the Top as a means for leveraging the great work being done in classrooms, schools, and communities across our state already. While Oregon's practices and programs may not align with the federal guidelines, we think the success of many of Oregon's schools, districts and communities makes a case for the grant. OEA believes this application helps to create the necessary infrastructure to continue the work by: 1) Focusing on well-researched practices for improving student achievement; and, 2) Through the MOU, specifically protecting collective bargaining as the decision-making process between the LEAs and local education associations.

The Oregon Education Association looks forward to continuing our work with you to successfully implement the Race to the Top grant.

Sincerely,

(b)(6)

Gail Rasmussen
President

Michael J. Geisen
2008 National Teacher of the Year
2008 Oregon Teacher of the Year
Science Teacher
Crook County Middle School
Prineville, OR 97754

January 10, 2010

Dearest fellow educators,

By now, no doubt, you are tiring slightly of grading these long term papers from your "students" around the country. After only a few of them, I'm sure the esoteric acronyms, educationalese, and general brown-nosing starts to become mildly repetitive. Believe me, I understand this weariness. I teach. (Therefore, I also realize that there is a very slim chance that you are not reading this, but merely noticing that it was submitted. There is never quite enough time, is there?)

With that said, I'd like to thicken up our already robust application with a hearty letter of support for the excellent collaborative work that is happening in Oregon's educational community. The documents you have in your hand are a reflection of the innovative, continuous, and high quality work that is happening at all levels in Oregon. Our application is a reflection of our passion to bring the best possible education to our children ("our most precious resource," I am contractually obligated to mention.)

As a practicing teacher, I have a ground level view of how education policy, research and funding affect our children. Yet as a full-time national and international ambassador for great teaching and learning, I have also had a 30,000-foot view of our system. We are at a pivotal time for American schools, and informed change needs to happen. Change informed by research, informed by communities, informed by practitioners, and informed by the very children we hope to reach. All must have a say.

If America is to remain as a leader in the world economy, innovation and culture, our systems of education need to adapt to the realities of the 21st century. We shouldn't be moving backwards (to "the basics") like we have for the past decade, but forwards to embrace meaningful change. It is this change that Oregonians have always represented, ever since our ancestors traveled the Oregon Trail looking for new opportunities. (We're the state at the end of said trail, by the way, in case you're a bit rusty on your 5th grade geography.) Our passion for educational innovation, technology, the arts, and involving communities keeps Oregon at the forefront of this wave of change.

However, there is never enough funding to do what we all know must be done. In Oregon, we have systems ready to be scaled up, professionals ready to do the work, and

students eager to try something new and more relevant! But the times are lean. There is not enough money to even maintain many of the basic services that children need in order to be successful, especially in areas of high poverty like the rural district in which I teach. Because of the economic downturn, we are being forced to do without the needed resources for high quality reform. There is little time or money available to continue the collaborative work that will result in an outstanding teacher for every child, and a world-class education for all. We are stretched thin.

This is a critical time in our nation's history, and history continually demonstrates that an educated and forward-thinking populace is the key to thriving in a changing world. Please honor the work that Oregon's educators have begun by supporting us in our Race to the Top.

Plus, if you do, I will personally forgive all District of Columbians for rather consistently pronouncing "Oregon" incorrectly. Thank you.

Sincerely,

(b)(6)

Michael J. Geisen
2008 National Teacher of the Year
Middle School Science Teacher

Beaverton Education Foundation

January 11, 2010

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

I am pleased to provide this letter in support of the State's Race to the Top grant application.

I am keenly interested in closing the achievement gap for all students around the state to build a solid future for Oregon and the nation. I am thrilled by the commitment to STE(A)M learning, as Race to the Top application builds on the important and high-impact work that we have done in Beaverton and I am looking forward to the prospect of expanding all of our efforts if the grant application is successful.

I am enthusiastically in support of Oregon's application and, in the event the application is successful, we are prepared to work with other education stakeholders on these important reforms and positive outcomes for all of Oregon's students.

Sincerely,

(b)(6)

Kristine Baggett
Executive Director

BEC make learning real® BUSINESS EDUCATION COMPACT

SERVED SINCE 1984 • 250,000 STUDENTS & EDUCATORS 25 years

January 12, 2010

Oregon Department of Education
Attn: RTTT
255 Capitol St. NE
Salem, OR 97310

To Whom It May Concern:

The Business Education Compact (BEC) enthusiastically endorses Oregon's application for Race to the Top funding.

Proudly partnering with the Oregon Department of Education, the BEC has been leading an initiative to drive Proficiency-Based Teaching and Learning throughout Oregon schools since 2005. Having observed the transformative power of the practice, we are especially enthusiastic about the potential for proficiency to transform K-12 education throughout the state and raise achievement levels for ALL students.

Oregon presents an ideal environment to demonstrate the power of proficiency to change the face of education and student achievement not only in the state, but across the nation.

- *Substantial progress to date*. Proficiency practice is seeded throughout Oregon with well over 50% of school districts engaged at various levels. With such a head start, Oregon is ripe for proficiency-based teaching and learning to move to scale.
- *Size and diversity*. Implementation of a large-scale program is made easier within a smaller state where business and education relationships have been forged for decades. Results will be seen sooner in a wide cross-section of communities—from urban centers in Portland, Salem and Eugene to small and rural communities in coastal, valley, mountain and high desert areas of the state.
- *Partner support*. Success is made possible with the enthusiastic support and exceptional collaboration of two critical education partners: 1) Oregon Department of Education which recognizes the value of proficiency practice in overcoming student achievement hurdles, improving the value of the high school diploma, and increasing graduation rates; and 2) Oregon Education Association which greatly values the quality and effectiveness of professional development for its members and the students they serve. In addition, Oregon boasts an unusually collaborative landscape of close partnerships between K-20 education, business and supporting nonprofits like the BEC.
- *Oregon culture*. The state's spirit of pioneering and innovation dates back to the Lewis & Clark expedition and remains alive today. To date, interest in proficiency has been viral in nature—strengthening and growing as new pioneers explore this exciting education frontier. RTTT funding will accelerate systemic implementation efforts.

For the above reasons, the Business Education Compact strongly encourages the U.S. Department of Education to fund Oregon's RTTT application. It's a race for which the state is well prepared.

Sincerely,

(b)(6)

Tamra Busch-Johnsen
Executive Director

cc: Maureen Fallt, BEC Board Chair (Portland General Electric)

12655 SW Center St. Suite 430, Beaverton, Oregon 97005 | p) 503.646.0242 f) 503.644.8173 | www.becpdx.org

Dear Race to the Top Application Review Committee,

As an organization working to unite Oregonians to help make our public schools among the nation's best, the Chalkboard Project sees Oregon's Race to the Top application as making a critical contribution toward important reforms for Oregon schools. The research shows that effective teachers have the most significant impact on student achievement and we applaud the sincere focus in Oregon's application on supporting great teachers and leaders.

Oregon's RttT application specifically draws attention to the CLASS Project as a model for supporting effective teachers. The CLASS Project is an Oregon-born, teacher-led initiative that focuses on four components of effective teaching to strengthen teacher leadership and raise student achievement. The four components are: expanded career paths, relevant professional development, effective performance evaluations and new compensation models. Each district designs the four components of the project to meet the needs of their unique student population, staff and community. Design teams consist of teachers, union leaders, administrators, school board members and classified staff. Each district's CLASS Project will look different, but all are committed to supporting their teachers to do their best work, raising student achievement, and preparing all students for college, career and life.

Based on early results in student achievement and teacher effectiveness, we are cautiously optimistic that CLASS could not only become a model for supporting great teachers and leaders in Oregon, but one that other states look to as they think about sustainable, collaborative ways to recruit, retain, train, and reward effective teachers.

We urge support for Oregon's vision to transform teaching and learning by empowering educators to raise student achievement.

Sincerely,

(b)(6)

Sue Hildick
President, Chalkboard Project

221 NW Second Avenue, Suite 203
Portland, Oregon 97209

voice: 503.542.4325 fax: 971.230.1274

www.chalkboardproject.org

CHILDREN'S INSTITUTE

Board of Directors

Richard C. Alexander
Founder
Viking Industries

Duncan Campbell
Chairman Emeritus
The Campbell Group

Gun Denhart
Founder
Hanna Andersson

Irving Levin
CEO
Genesis Financial Solutions

Isaac Regenstreif
IHR Consulting, LLC

Ken Thrasher, Chair
Chairman and CEO
Compli

Gary Withers
Executive Vice President
Concordia University

Julie Young
Children's Advocate

December 22, 2009

Oregon Department of Education
ATTN: RTTT
255 Capitol St. NE
Salem, OR 97310

Dear Governor Kulongoski and Superintendent Castillo,

The Children's Institute is in full support of Oregon's Race to the Top Application. This is a moment of opportunity for Oregon education stakeholders to come together to improve the quality of education for all students. We are particularly committed to supporting the efforts outlined focused on closing the achievement gap and believe that this catalytic funding could move Oregon forward.

We are impressed to see the many individuals and organizations in Oregon across both public and private sectors together to shape this bold vision.

It is with enthusiasm and support that we lend our name and energy to this effort.

Sincerely,

(b)(6)

Swati Adarkar
Executive Director

Swati Adarkar
Executive Director
swati@childinst.org

Children's Institute
1221 SW Yamhill Street
Suite 260
Portland, OR 97205
(503) 219-9034
fax (503) 517-8993
www.childinst.org

compli
Your Road to Compliance

January 15, 2010

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

On behalf of my company Compli, the Children's Institute, and Oregon Mentors, and my personal efforts working on education related issues for many years in Oregon (including being past chair of the Quality Education Commission), I am pleased to offer our strong support to Oregon's Race to the Top (RTTT) application. We have supported RTTT from its inception, as we believe it provides an opportunity to focus the dialogue on key education reforms that we support, including connecting the services of support groups to benefit student success. Improving educational outcomes for all students and closing the achievement gap are among our/my highest priorities.

We believe that the adoption of Common Core Standards has tremendous value as we move education initiatives forward in Oregon. We/I support the notion of adopting internationally benchmarked standards to ensure that our students are prepared to compete in a global economy.

We are pleased about the emphasis on data systems to support instruction. We support continued development of a statewide, longitudinal data system that measures student achievement over time to guide state-level decisions on educational programs and resource allocations; as well as locally implemented data systems that provide formative assessments to guide classroom instruction on an ongoing basis. We need valid, reliable data at all levels to implement effective educational reform, measurable outcomes, and accountability to ensure effectiveness and efficiency of our programs.

We also agree with the importance of every child in Oregon having access to highly effective teachers and leaders. We support the focus on the recruitment and retention of high-quality educators through strong pre-service programs, ongoing professional development, adequate remuneration, and continuous support and guidance.

We also agree with the need to focus serious attention on turning around the lowest-performing schools, and providing equal access to all students for quality programs. We are encouraged by the recognition of the value of parent and community involvement in this plan. Parent involvement must be a central component of any school turnaround strategy, as well as for success at all schools.

Race to the Top offers new opportunities for education reform, but none will succeed without parents, students, and communities as full partners in the process. And none will

610 SW Broadway, Suite 600 Portland, OR 97205
Ph (503) 294-2020 Fax (503) 294-1200

succeed without an ongoing commitment by the state to invest appropriately in education.

In summary, we support Oregon's application to the Race to the Top program. We look forward to working with our partners throughout the state in implementing Oregon's plan to benefit our students.

Sincerely,

(b)(6)

Kenneth Thrasher
Chairman of the Board - Compli
Chairman - The Children's Institute
Co-Chairman - Oregon Mentors
610 SW Broadway
Suite 600
Portland, Oregon 97205
503-887-8099
ken.thrasher@compli.com

CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS
707 13TH STREET SE, SUITE 100, SALEM, OREGON 97301
TELEPHONE (503) 581-3141
FAX (503) 581 9840

December 21, 2009

The Confederation of Oregon School Administrators (COSA) supports Oregon's Race to the Top (RTTT) application.

COSA and its 2,000 school-leader members recognize the importance of the four reform areas:

- Adopting standards and assessments that prepare students for success in college and the workplace.
- Recruiting, reward and retaining effective teachers and principals.
- Building data systems that measure student success and inform teachers and principals how they can improve their practices.
- Turning around lowest-performing schools.

COSA applauds the efforts of Oregon's RTTT Design Team and Work Groups, which included a number of COSA members, in their development of Oregon's core recommendations:

- Advancing proficiency-based practice
- Community engagement
- A commitment to low-performing schools
- A focus on teacher and principal effectiveness
- Building our strength in technology
- A statewide commitment to P-20 articulation
- RTTT Coordinating Council to oversee implementation
- STE(A)M

COSA's leadership-building effort promotes best practices in curriculum, assessment, instruction and leadership through workshops, institutes and academies. We look forward to actively contributing to the successful implementation of Oregon's RTTT recommendations in the months and years ahead.

COSA encourages the U.S. Department of Education to approve and fund Oregon's RTTT application.

Sincerely,

(b)(6)

Kent Hunsaker
Executive Director

RECEIVED
DEC 22 2009
OREGON DEPT. OF EDUCATION
SUPERINTENDENT'S OFFICE

administrative support
technology
school improvement
special needs

Education Enterprise Steering Committee
eesc

www.oregoneesc.org

January 4, 2010

Governor Theodore Kulongoski
254 State Capitol
Salem, OR 97310

Superintendent Susan Castillo
Oregon Department of Education
255 Capitol St. NE
Salem, OR 97310

Dear Governor Theodore Kulongoski and Superintendent Susan Castillo:

I am writing on behalf of the Education Enterprise Steering Committee or EESC. The EESC is a partnership among the Governor's office, State Department of Education, Education Service Districts, school district leaders, and post-secondary education. Our group's focus is addressing system-level issues in our education system.

The EESC supports Oregon's Race To The Top proposal. EESC members were instrumental in helping draft Oregon's application. We are supportive of the inclusive approach that Oregon has taken in developing this grant proposal. From the start we have supported the emphasis on proficiency-based practices. Our efforts are currently focused on two other areas that will be featured prominently in Oregon's application, data quality and scaling up research-based best practices. If Oregon is awarded this grant, we will be able to make progress more quickly because of the planning and resources associated with this effort.

The EESC is ready and able to assist in the implementation efforts of the Race To The Top plan with Oregon's regional delivery system (Education Service Districts) to support Oregon in implementing this new vision.

The EESC has also led efforts for Oregon to expand its role in the fourth focus of Oregon's proposal, teacher and principal effectiveness, by identifying high-quality professional development and encouraging staff implementation. The EESC is eager to continue working with the Oregon Department of Education and others to implement Race To The Top grant if it is awarded.

Sincerely,

(b)(6)

Dr. Karen Fischer Gray
Chair, Education Enterprise Steering Committee
Superintendent, Parkrose School District

education northwest
CREATING STRONG SCHOOLS & COMMUNITIES

101 SW Main St, Suite 500, Portland, OR 97204-3213
503.275.9500 | 800.547.6339
educationnorthwest.org

January 6, 2010

Superintendent Susan Castillo
Oregon Department of Education
Attn: RTTT
255 Capitol Street Northeast
Salem, OR 97310

Dear Superintendent Castillo:

Education Northwest is pleased to support the State of Oregon in its application for a Race to the Top (RTTT) grant through the U.S. Department of Education. As the regional educational laboratory for the Northwest, we have worked in partnership with the Oregon Department of Education (ODE) for more than four decades to improve low-performing schools, bolster teacher and principal effectiveness, enhance community engagement, support STEM education, strengthen the technological capacity of schools, and ensure an equitable and rigorous P–20 educational opportunity for Oregon's more than 560,000 students.

Our staff of 150 highly trained professionals stands ready to partner with ODE in implementing, scaling up, and sustaining the innovations proposed in this application. The director of our Region X Equity Assistance Center currently serves on the RTTT design team. In addition, we are deeply engaged in crafting the STEM portion of Oregon's proposal, contributing to both program development and evaluation. Our nationally recognized expertise in school improvement, high school redesign, leadership development, and mathematics education makes us well positioned to help ODE carry out its RTTT plans.

Oregon's unique geographical and demographic features add weight to its candidacy for RTTT funding. The state has a large number of rural schools, in addition to urban/suburban districts. More than a quarter of the state's students are minorities, and more than 40 percent of all students qualify for free and reduced-price lunch. Both the percentage of English language learners and students with IEPs exceed the national average.

In addition, under the leadership of State Superintendent Susan Castillo, the ODE has demonstrated a level of readiness for change and a track record of working with stakeholders across the state. As always, Education Northwest stands ready and able to assist the state in a variety of ways. We look forward to beginning this exciting scope of work.

Sincerely,

(b)(6)

Steve Fleischman
Deputy Executive Officer

Cc: Ted Kulongoski, Governor, State of Oregon
Duncan Wyse, Chair, Oregon State Board of Education

FIRST®

January 8, 2010

A century ago, 75 percent of adults in this country depended on farming for their livelihood. Today, with the rise of technology, less than two percent of Americans farm. The world is rapidly evolving and our economy no longer depends on manual labor and farmed goods, it depends on innovative thinking and finding solutions to the world's problems. Globally, competition is high to be the most innovative, and America is falling behind. In order to succeed and stay competitive with countries like India and China, we need to place a stronger emphasis on education, specifically on science, technology, engineering and mathematics (STEM) education.

In the U.S., there are more than four billion students enrolled in public schools and 50 percent of the kids in the 20 largest school districts are not graduating high school. America is facing an uncertain future. The number of engineers retiring outweighs the number of engineering graduates and we are facing a deficit in the number of qualified professionals to fill positions in fields that require a deep knowledge of science, math and engineering; from NASA to healthcare, America is desperate for highly qualified engineers.

How do we make the shift and inspire students to pursue careers in science, technology, engineering and math – fields where America is most certainly behind the curve globally? The key is getting them excited about STEM starting at an early age. One program aims to do that: *FIRST*.

In this country so many kids are inspired by technology but are unaware of how it impacts their daily lives. Most kids cannot live without their computers, iPods and movies, all of which exist thanks to technology. Yet, when they sit in a classroom students are intimidated by the way technology is presented to them and do not have an opportunity to see how their technology works behind the screens. Today most of the hands on classes, such as shop, that allowed students to take a concept and physically produce it have been eliminated. We have stripped out applied learning and moved toward a different virtual world that lacks tangible physicality. *FIRST* allows students to take ideas and reduce them to a real, physical being. *FIRST* breaks down the barriers to science and allows kids to truly explore, to have epiphany moments in learning which lead to gained confidence and the realization of their potential.

FIRST teaches applied learning skills that extend beyond what is currently being taught in the classroom. Using a standard kit of parts, students collaborate to create a robot that is capable of completing tasks a human can accomplish. The students rely heavily on each other, their mentors and their community. Through FIRST kids learn how to work together to collaborate and solve problems, an important skill in a world where problems rarely have exact answers. They learn to think outside the box, to push past frustrations and break through to find solutions that exceed their expectations.

FIRST is a unique program that brings 21st century state of the art education into the classroom at no cost to schools. With the generous support of sponsors and mentors, *FIRST* gives students donated software and time with industry professionals who work directly with the students to provide hands on support as they build their robots. In fact, in 2008, approximately 30,000

hours of mentor and engineering support in the state of Oregon was brought to the participants. Two year ago, 2,000 Oregon students participated in FIRST, in 2010 over 4,000 students in grades 4th – 12th will be designing, building and programming robots for *FIRST* competitions. These growth rates reveal that the students are eager to engage in STEM if the programs are made available to them, yet *FIRST* programs are in less than 10% of Oregon schools. If funding was available, *FIRST* has the potential to be in every high school in America.

Currently 55 percent of the students who compete in *FIRST* go on to pursue engineering or science degrees In this difficult economy, it is essential we inspire our children and encourage them to create a better tomorrow. Oregon has bright minds with students seeking high quality STEM experiences and it is imperative that we continue to ensure that all students have access to programs like *FIRST*. With the federal government's approval of Oregon's Race to the Top application, we can assure the students in the Pacific NW will become innovators and active contributors and to ultimately become part of the solution that our nation needs in making the turn to regain our national wealth and security.

Sincerely,

(b)(6)

Debra Mumm-Hill
FIRST Pacific NW Regional Director

Serving the communities of Forest Grove, Cornelius, Gales Creek and Dilley

January 8, 2010

Honorable Governor Theodore R. Kulongoski
Superintendent of Public Instruction Susan Castillo
Race to the Top Oregon Chair, Vickie Fleming

Dear Governor Kulongoski, Superintendent Castillo, and Chair Fleming,

Thank you for your support and investment in Oregon's application for the Race to the Top. This broad-based effort reflects tremendous commitment by many of Oregon's best and brightest leaders over the course of the last four months. Clearly our team has pursued a vision that extends far beyond the immediacy of potential federal resources. We have proposed improvements that provide a foundation for long term investment and improvement in Oregon's delivery of a comprehensive public education program.

We believe in these reforms. Many of the proposals you see in this state application are already underway and showing signs of promise in the Forest Grove School District. Strong collaboration with our employee associations, local innovation, rigorous professional evaluations, increased investment in recruiting and retaining exceptional staff, and sustained commitments to professional development and mentorship are possible throughout this state. We are committed to modeling these practices and supporting other districts in their efforts to improve professional practice.

With strong consensus and shared commitment to improve education for all Oregon children, we respectfully submit the required agreements for the Race to the Top application. Please let us know if we can be of further support or assistance.

Sincerely,

Yvonne Curtis, D.Ed.
Superintendent
Forest Grove School District

Fred Marble
Board Chair
Forest Grove School District

Newell G. Cleaver
Superintendent

GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-0928

January 5, 2010

Oregon Department of Education
Attn: RTTT
255 Capitol St. NE
Salem, OR 97310

To Whom it May Concern:

Please accept this letter as an endorsement for Oregon's Race to the Top application. As the superintendent of John Day School District #3, and a strong advocate for Oregon's schools for the past 30 years, I, along with our district stakeholders, believe that Oregon is on the right track.

We have participated in the developmental process of this proposal and we believe that additional resources will not only augment but perpetuate Oregon's core recommendations. The eight recommendations include:

- Advancing proficiency-based practice
- Community engagement
- A commitment to low-performing schools
- A focus on teacher and principal effectiveness
- Building on our strength in technology
- A statewide commitment to a P-20 articulation
- RTTT Coordinating Council to oversee implementation
- STE(A)M -STE(Arts)M

These core recommendations represent our district's fundamental belief that given adequate funding and time, our students are on track to realizing greater success with the implementation of such values.

Please give full consideration for Oregon's request and know that significant time, energy, expertise and community buy-in has occurred and requires high priority in Federal funding in order to accomplish our goals.

Sincerely,

Newell G. Cleaver
Superintendent

BOARD OF DIRECTORS:
Chairman Gordon J. Larson ▪ Jim Cernazanu ▪ Dr. Robert Holland ▪ Pat Hollidiy ▪ Greg Jackle ▪ Les McLeod ▪ Tracie Unterwegner

HARVARD
GRADUATE SCHOOL OF EDUCATION

January 9, 2010

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

I am pleased to provide this letter in support of the state's Race to the Top grant application.

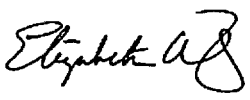
Over the last three years, I have worked with the state and several districts in Oregon through the Executive Leadership Program for Educators (ExEL) based at Harvard University and funded by the Wallace Foundation. In that time, I have seen the state develop a laser-like focus on the instructional core and fundamentally transform the way it interacts with districts and promotes high-quality learning, teaching, and leading.

The state is ready to take full advantage of the opportunity of Race to the Top:

1) There is a strong foundation already in place from work with ExEL, the Oregon Leadership Network, the Nike Innovation Fund, and more grassroots, classroom-based efforts, like the proficiency project.
2) The state has a successful history of working effectively with multiple partners and has the capacity to make good use of external resources.
3) The state and Oregon's largest districts have developed a collaboration marked by communication, challenge, shared language, and a common focus.
4) The state has a coherent strategy for how it will support high-quality learning, teaching, and leading.

The Race to the Top funds would accelerate Oregon's work tremendously, to the benefit of the children of Oregon, as well as the education field. The state is poised to become a national leader in areas of classroom-based proficiency, leadership, equity, state-district collaboration, and systemic improvement focused on learning and teaching. I enthusiastically support the state's Race to the Top grant application.

Sincerely,



Elizabeth A. City
Executive Director, Doctor of Education Leadership (Ed.L.D.) Program
Lecturer on Education

122 LONGFELLOW HALL, APPIAN WAY, CAMBRIDGE, MA 02138, 617-495-3401, WWW.GSE.HARVARD.EDU

January 6, 2010

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

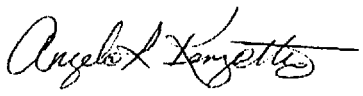
This letter is intended to express my strong support of the state's Race to the Top grant application. The initiatives proposed in the Oregon application represent the collaborative work of key stakeholders from across the state who came together to forward an agenda of rigorous and relevant reform on behalf of Oregon children.

I have witnessed first hand the commitment of Oregon leaders to move beyond traditional silos and band together to explore and implement innovative solutions to the most pressing problems facing Oregon schools. Their dedication to eliminating the achievement gap while simultaneously raising the performance levels of all students has been a major driver of policy and practice decisions across the state. The ongoing partnerships between the Oregon Department of Education, the Governor's Office, local school districts, community organizations and the business community exemplifies the type of collaborative effort required to create sustainable change and can rightly serve as a model for other communities across the nation who are tackling similar issues.

The recommendations in the Race to the Top application are in firm alignment with the important work that we have done as part of the Harvard University Executive Leadership Program for Educators (ExEL). The focus on equity, the instructional core and collaboration can been seen throughout recommendations presented in the application. The implications of these efforts being expanded in Oregon, if their application is successful, are huge for both students and the communities charged with fostering their development. The courageous leaders in Oregon stand willing and ready to dive even deeper into the systemic reform efforts that are already underway.

I enthusiastically support Oregon's application and look forward to doing all that I can to support the efforts of this dynamic team.

Sincerely,



Angela Kenyatta
Leadership Consultant/Coach
Harvard University
Executive Leadership Program for Educators

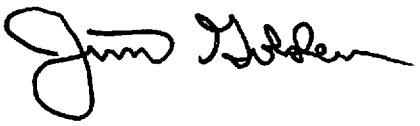
HIGH DESERT
Education Service District
ESD

12/23/09

Governor Kulongoski and Superintendent Castillo,

I am writing to you today to express my support for the efforts that the State of Oregon and the Oregon Department of Education have taken in preparing a application for the Federal Race to the Top grant competition. As a member of one of the sub-committees, I was very involved with this process and I can say without hesitation that that the Race To The Top Design Team did an outstanding job of soliciting input from educators and stakeholders from around our state. The process was an inclusive process that integrated the professional opinions of people around our state and led to the creation of final recommendations that I believe represent best educational practice. I also believe that the Race To The Top recommendations represent creative and innovative thinking which will help transform educational outcomes for the State of Oregon. I fully support and encourage the U.S. Department of Education to seriously consider Oregon's application for Phase 1 grant funding.

Sincerely,



Jim Golden
Director of Programs for Children with Special Needs
High Desert ESD

Hillsboro Schools
FOUNDATION

5193 N.E. Elam Young Parkway, Suite A • Hillsboro, OR 97124-6680
503-726-2159 • www.hsfonline.org

Board of Directors
Nadine Zimmerlund
President
Adam Schmidt
Vice-President
Chuck Gebhardt
Treasurer
Bob Beall
Secretary
Laura Bekken
Ray Bekken
Betsy Biller
Corinne Bloomfield
Trudy Brennan
Adriana Canas
Lisa Coates
Matt Crile
Margaret Deveraux
Katie Halliday
Sam Heiney
Tom Huffman
Robanne Johnston
Kurt Koehler
Lynn Starkman
Mark Tsai
Katy Walker

Advisory Board
Lynn Adamo
MaryAnn Barnekof
Kristin Bryant
Marilynn Helzerman
Mayor Tom Hughes
Bob Iwasaki
Karen Packer
Deanna Palm
Nancy Ponzi
Annie Shull
Judy Willey

Executive Director
Aron Carleson

January 11, 2010

Superintendent Susan Castillo
Oregon Department of Education
255 Capitol St. NE
Salem, OR 97310

I am writing on behalf of The Hillsboro Schools Foundation (HSF) in support of Oregon's Race to the Top proposal. The mission of our Foundation is to raise private dollars for innovative education in Hillsboro Schools. We provide our own grants to educators for after-school homework clubs and curriculum enhancements. We also work with businesses such as Genentech and Intel to develop higher level science, technology, math and engineering programs for students.

Another role the HSF provides is in partnership with the Hillsboro School District (HSD) and Nike. The support for the Nike School Innovation Fund's (NSIF) Leadership training for educators is similar to the plan for Oregon to support emerging educator leaders and promote team building with the students, parents and staff. NSIF also has an early literacy component that incorporates private/public partnerships to teach reading to our pre-school through 2nd grade population. A statewide opportunity for this type of training would prepare educators to work effectively in any of the other districts. I think it would be perceived as a marketing tool for the State Board of Education to say Oregon supports its educators, as they are recruiting from national universities.

The individuals serving on the Board of Directors for our Foundation participate on many local, regional, and statewide committees. They strongly support Oregon's desire to rise to the top in serving the educational needs for our children. This recommendation in the Race to the Top application builds on the important work that we have done in supporting our educators and we are very excited by the prospect of expanding our efforts if the grant application is successful.

Thank you,

Aron Carleson

501 (c)(3) Federal Non-Profit Tax ID Number 91-1779425

HISPANIC METROPOLITAN CHAMBER

INVESTING IN OREGON'S FUTURE

December 22, 2009

RE: Letter of Support for Oregon's Application for Phase 1 of the Federal Race to the Top Application

The Hispanic Metropolitan Chamber (Hispanic Chamber) is a local chapter of the U. S. Hispanic Chamber headquartererd in Washington, D.C. and is the largest Hispanic Chamber in the Northwest with over 800 members.

The Hispanic Chamber supports the State of Oregon's application for Phase 1 of the Federal Race to the Top Application.

The Hispanic Chamber recognizes that education remains a key issue for Oregon Latinos. According to a recent report by EcoNorthwest, "The Hispanic–White Achievement Gap in Oregon", the "Oregon Hispanic student population faces significant barriers to academic success. Hispanic students are more than twice as likely as white students to be economically disadvantaged and are more likely to change schools and to be taught by inexperienced teachers than their white counterparts".

The results of these challenges are the following:

- Latinos had the highest dropout rate of any group in Oregon (15% in '96-'97, 10.4% in '01-'02, and 7.6% in '06-'07) compared to white students (5.9%, 4.0% and 3.5% dropout rates for the same years).

- Only 9.9% of Latinos received a high school diploma (2006-2007), compared to 80.3% of the White population

- Only 5.8% of Latinos were first time freshmen in the Fall of 2007, even though Latinos represent 21% of Oregon students.

These are just a few of the many indicators of how our Oregon Latinos are lagging behind the general population in Oregon.

We support all efforts to change these facts. We are committed to helping the State of Oregon and the local school districts address the educational needs of Latino and other economicaly disadvantaged students.

Please contact me if you have any questions or would like to discuss this further.

Sincerely

(b)(6)

Gafe Castillo
President

333 SW 5th Avenue, Suite 100 Portland, OR 97204 • 503.222.0280 • fax 503/243-5597

Mailing Address: P. O. Box 1837, Portland, OR 97207 • hmcc@qwest.net • www.hmccoregon.com

THE LEADERS ROUNDTABLE

working together for the success of all students

11611 NE Ainsworth Circle
PORTLAND, OR 97220
(503) 257-1629 fax (503) 257-1525
mthompson@leadersroundtable.org
www.leadersroundtable.org

Affiliated with the Portland Business Alliance, Greater Portland's Chamber of Commerce

Sam Adams
City of Portland

Gail Baker
Portland General Electric

Gale Castillo
Hispanic Metropolitan Chamber

Anita Decker (Vice-Chair)
Ore. State Commission on Children & Families

Ed Dennis
Oregon Dept. of Education

Robert Fisher
Reynolds School District

Scott Fletcher
Lewis & Clark Graduate School of Ed

Bruce Goldberg
Oregon Dep't of Human Services

Ronald Gould
Retired Deloitte & Touche LLP

Karen Gray
Parkrose School District

Walter Grebe
Schwabe, Williamson & Wyat

Sue Hildick
Chalkboard

Ron Hitchcock
Multnomah Education Service District

Randy Hitz
Portland State University

Terry Hoagland
Riverdale School District

Ray Jubitz
Grantmakers of Oregon & SW Washington

Gregg Kantor
NW Natural

Marc Levy
United Way of the Columbia-Willamette

Nichole Maher
Native American Youth & Family Center

Sandra McDonough
Portland Business Alliance

Andrew McGough
Worksystems Inc.

Robert McKean (Co-Chair)
Centennial School District

John Miner
Gresham-Barlow School District

Marcus Mundy
The Urban League of Portland

Preston Pulliams
Portland Community College

Barbara Rommel
David Douglas School District

Don Ryan
Portland Schools Foundation

Bill Scott
Zipcar

Carole Smith
Portland Public Schools

Kari Stanley
Legacy Health System

Sam Stern
Oregon State University

John "Ski" Sygielski
Mt. Hood Community College

Catherine Szatkowski
Boeing Portland

Ken Thrasher
Compil

Ted Wheeler (Co-Chair)
Multnomah County

Wim Wiewel
Portland State University

Gary Withers
Concordia University

Duncan Wyse
Oregon Business Council

Maxine Thompson
Coordinator

January 12, 2010

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

The Leaders Roundtable is pleased to write in support of Oregon's application for the Federal Race to the Top grant. The Leaders Roundtable is a 25-year-old public-private collaboration of elected officials and top educational and private sector leaders in Multnomah County, Oregon, our state's most populous county. Its goal is to support student achievement for all youth in Multnomah County, primarily by facilitating collaboration among its members.

We are a partner with a number of organizations working to implement effective performance evaluation systems, enhanced career paths, relevant professional development, and new compensation models for educators. This has been a strong interest area of ours for a number of years.

We are excited to support you in the effort to apply for Phase 1 of the Race to the Top Grant. This grant would assist school districts in Oregon in sharing and attaining best practices in education to help provide success for all students.

We are enthusiastic in support of Oregon's application, and if successful, we look forward to working with you as we implement the Oregon Race to the Top proposal.

Sincerely,

(b)(6)

Maxine Thompson
Coordinator, The Leaders Roundtable

LEWIS&CLARK
BANK

December 24, 2009

Oregon Department of Education
Attention: RTTT
255 Capitol St., NE
Salem, OR 97310

Dear Ms. Castillo & Governor Kulongoski:

As a "non-educator" by profession, I have been involved with the State Superintendent's Office through a special program known as the "Business Advisory Team". When I was asked to contribute to the final recommendations of the *Race to the Top Design Team*, I was pleased to find that Oregon was so forward looking and that even a non-educator could review and contribute to this process.

This letter is to endorse Oregon's Race to the Top application as a private citizen, a parent, a grandparent, and an interested business person. It is my belief that Oregon educators have worked diligently to come up with a solid working plan to elevate the education of the children of Oregon and certainly deserve to be given the chance to put these ideas to work. I believe this has a great probability of succeeding with the number of participating districts and the percentage of the total districts they represent in the state of Oregon.

There are other critical stakeholders—such as myself—who are business owners and have some influence in the communities in which we operate our companies. Our political leaders are obviously supporting these efforts and I only have the greatest respect for the office of the State Superintendent of Public Instruction due to the leadership provided during the recent difficult financial periods in Oregon's history.

I am confident that Oregon would put the federal funds to good use and exact an appropriate result in the improved education of our students.

Sincerely,

(b)(6)

Larry G. Baker
President/CEO/Director

PO Box 1630 | Oregon City, OR 97045 | 503.212.3200 | 503.212.3199 | www.lewisandclarkbank.com
RTTT Appendix Page 125

425 NW Tenth Avenue
Suite 400
Portland, Oregon
97209

503.228.5512
www.mmt.org

Meyer Memorial Trust

January 6, 2010

Dear Governor Kulongoski and Superintendent Castillo,

It is my great honor to write a letter in support of Oregon's Race to the Top application.

Meyer Memorial Trust is a private, independent foundation that makes grants to qualified tax-exempt applicants in Oregon and Clark County, Washington. In accordance with its mission to improve the quality of life in our granting area, the Trust is very concerned about the caliber of education in our community. In that capacity, the Trust had the privilege of working closely with educators from around the state in developing the recommendations in the application. Personally, I have worked on many education reform efforts over the years, and this recent effort around the Race to the Top represents a watershed of new thinking for Oregon.

Oregon's RTTT Work Groups and Design Team brought together the leading education thinkers in our state, from the public and private sector, for dozens of meetings this past fall. Difficult challenges were discussed with new and welcome candor. Organizations that often find themselves on the opposite sides of issues found common ground at these tables.

Issues that seemed problematic early on, like the use of student performance data as part of teacher evaluation, turned out to have widespread support. Similarly, turning around low-performing schools was a difficult conversation to start, but once the Work Group dug in to statewide data and talked to educators from Oregon schools that have succeeded in closing the achievement gap, the challenge became an irresistible opportunity. Based on their work, I believe we can make a significant impact on student achievement at the bottom 5% of schools in Oregon.

Through these Race to the Top recommendations, effective teachers and leaders – supported by intelligent data systems – can deliver a higher quality of education to more Oregon kids. But just as important is the dialogue we have begun, the new relationships that were formed, and the new leaders who arose out of these meetings. These changes give us great optimism that Oregon can use the Race to the Top as a springboard to a sustained period of meaningful education reform.

Sincerely,

(b)(6)

Doug Stamm
CEO

NCLR
NATIONAL COUNCIL OF LA RAZA

Headquarters
Raul Yzaguirre Building
1126 16th Street, NW
Washington, DC 20036

TEL 202.785.1670
FAX 202.776.1792
www.nclr.org

January 15, 2010

The Honorable Theodore Kulongoski
Governor of Oregon State
254 State Capitol
Salem, Oregon 97301

The Honorable Susan Castillo
Oregon State Superintendent of Public Instruction
255 Capitol Street, NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

On behalf of the National Council of La Raza (NCLR), the largest national Hispanic civil rights and advocacy organization in the United States, I am pleased to provide this letter in support of Oregon's Race to the Top grant application.

Eduardo Angulo, Executive Director of the Salem/Keizer Coalition for Equality, an Affiliate of NCLR, participated in Oregon's Race to the Top Design Team. As a leader in our community and champion for educational equity, Mr. Angulo ably represents the needs of Oregon's students, particularly students of color, immigrants, and English language learners. His participation in this process was critical and constructive, and we expect that the outcome, as represented by the grant application, will be a major step forward for education in Oregon.

We are particularly excited that throughout the application parental involvement and the needs of English language learners are addressed. We believe these are critical components of any reform strategy. NCLR is enthusiastic in its support of Oregon's application and looks forward to working with you on these important reforms.

Sincerely,

(b)(6)

Janet Murguía
President and CEO

nike school innovation fund
One Bowerman Drive, DF 4, Beaverton, OR 97005

January 12, 2010

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

On behalf of the Nike School Innovation Fund (NSIF), and as a member of the Race to the Top Design Team, I am pleased to share NSIF's support for "Embracing Change," Oregon's Race to the Top application.

The Nike School Innovation Fund was created by Nike in January 2007 to help promote innovative education practices. The five-year, $9 million program works with the Portland, Beaverton and Hillsboro school districts on initiatives with a focus on leadership development and early childhood education.

During that time, NSIF has worked together with these school districts to co-create, fund and support programs to improve instruction using school leadership teams; extend the academic year and provide interventions for early learners needing additional assistance; create a proficiency-based accountability and learning system; and engage corporate leaders with school leaders to share experience and expertise.

This quest for innovation is at the heart of Nike's success as a company and we believe that helping develop and nurture that same spirit in public education will lead to positive results for our children.

The State's application has "embraced" these same goals. Specifically, NSIF applauds the applications advancing of proficiency-base practices, focus on teacher and principal effectiveness, community engagement, and building on Oregon's strength in technology.

It is also clear that there will be stiff competition for Race to the Top funds. The work done by hundreds of educators, foundation representatives, business leaders, and community advocates to create this application has evolved the work to a new level. We urge that Oregon continue to build on the good work and outreach that have occurred statewide to find the best ideas for moving our schools and students forward.

Thank you again for your leadership on bringing innovation to education. Oregon's application has the hardy support of the Nike School Innovation Fund.

Sincerely,

(b)(6)

Julia Brim-Edwards
Manager, Nike School Innovation Fund

Northwest Center for Educational Options
10121 SE Sunnyside Road, Suite 329
Clackamas, OR 97015
(503) 353-1690 ~ www.nwceo.org

January 15, 2010

Honorable Theodore Kulongoski, Governor

Susan Castillo, Superintendent of Public Instruction

ATTN: Race to the Top
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

The Northwest Center of Educational Options (NWCEO) would like to express its support for Oregon's Race to the Top team's commitment to "embrace change," the changes necessary to improve and strengthen Oregon's public education system to benefit ALL children.

NWCEO functions as Oregon's charter school association and represents nearly all of Oregon's 100+ public charter schools. Our mission is to *collaboratively create and advocate for the development, operation, sponsorship, and accountability of quality public charter schools throughout the Pacific Northwest.* We continually and proactively work with all of Oregon's public educators and stakeholders to collaboratively ensure that high-quality public charter schools thrive and are viewed as a vital and integral part of Oregon's overall public school system.

We appreciate the opportunity to provide input into the application's section related to charter schools. We hope that Oregon will utilize the Race to the Top initiative to—amongst other things—improve the law and other conditions that support high-performing charter schools and other innovative public schools.

NWCEO supports the core recommendations within Oregon's Race to the Top application. We look forward to working with the implementation team and coordinating council to ensure that ALL Oregon's public school children—including those in public charter schools—benefit from the reform strategies supported through the Race to the Top initiative.

Sincerely,

(b)(6)

Kaaren Heikes
Executive Director

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Matt Chapman
President and Chief Executive Officer

January 4, 2010

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

Northwest Evaluation Association (NWEA) supports Oregon's Race to the Top Application: "Embracing Change" reflecting renewed and expanded state education reform and innovation in the following areas:

- Advancing proficiency-based practices, community engagement, commitment to low-performing schools
- Community engagement
- Commitment to low-performing schools
- Focus on teacher and principal effectiveness
- Building on Oregon's strength in technology
- Commitment to a P-20 articulation
- Implementation through an Education Coordinating Council
- Commitment to STE(A)M – innovation and right brain learning in science, technology, engineering and math.

NWEA, a developer of test services and assessments serving over 3,100 educational partners worldwide, has been committed to kid-centric education using adaptive testing for over thirty years. NWEA is a research based not-for-profit organization with strategic goals to provide web-based testing, quick access data and reporting, expanded professional development, scientific, objective research, alignment to state standards and innovation in the field of assessments – all priorities in the Oregon Race To the Top application.

5885 SW Meadows Road, Suite 200 • Lake Oswego, OR • 97035-3256
Tel 503-624-1951 • Fax 503-639-7873 • www.nwea.org

We are confident that the Oregon reform models already existing in the state, complemented by the talent and leadership of our Governor and the Race To The Top Team, will accelerate Oregon's goals of improving education one student at a time and assuring best practices are integrated across school, district and state boundaries.

Thank you for your leadership for Race to The Top funding for Oregon. Please feel free to contact me if NWEA can provide further support.

Sincerely,

(b)(6)

Matt Chapman
President and CEO

cc: Jennifer Busey

Nyssa Public Schools

"Going for Great"

804 Adrian Blvd. School District #26 Phone: 541-372-2275
Nyssa, Oregon 97913-3689 FAX: 541-372-2204

Superintendent: DON GROTTING
Asst. Supt/Curric.Dir.: JANINE WEEKS
Student Services Director: MARSHELL HOOKER
Principals: LARRY RAMIREZ, High School
JANA IVERSON, Middle School
SHAWN JENSEN, Elementary School

January 5, 2010

Susan Castillo, State Superintendent
Oregon Department of Education
Public Service Building
255 Capitol Street NE
Salem, Oregon 97310

Dear State Superintendent Castillo:

The Nyssa School District is excited to support you in your effort to apply for Phase 1 of the Federal Race to the Top Grant. This grant would allow Oregon School Districts to share and attain best practices in education to help provide success for all students.

Thank you for being the educational instructional leader intent on attaining the necessary funding to ensure our teachers have the necessary resources required to propel Oregon children to reach their full potential.

Please do not hesitate to call if you need additional support or help in your efforts to help our children.

Sincerely,

Don Grotting
Superintendent

OCCF
State of Oregon

State Commissioners

Dick Withnell, Chair
Jean Phelps, Vice-Chair
Rich E. Brown
Margaret Carter
Superintendent Susan Castillo
Scott Cooper
Michael E. Harper Sr.
Dan Krein
Rev. Mark Knutson
Thomas H. Schaefer
Fred Warner
Laurie Warner
Jon Yunker

Ex-Officio Members

Jay Dixon
Samuel Henry, Ed.D.
Senator Jeff Kruse
Victor Merced
Colette Peters
Lolenzo T. Poe
Camille Preus
Molly Rogers
Honorable Nan Waller
Representative Gene Whisnant

Mickey Lansing
Executive Director

530 Center St NE, Suite 405
Salem, Oregon 97301
Phone: (503)373-1283
Fax: (503)378-8395

www.oregon.gov/OCCF

Theodore R. Kulongoski
Governor

January 7, 2010

Oregon Department of Education
Attn: RTTT
255 Capitol Street, NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo :

On behalf of the Oregon Commission on Children and Families (OCCF), I am writing to express our strong support for Oregon's *Race to the Top* application. As the statewide organization representing 36 local county commissions, a state policy-making body and five programs and initiatives, OCCF is committed to system improvement and results-oriented action for children and families. *Race to the Top* provides an unprecedented opportunity to make transformative change in Oregon's public education system and in our local communities.

Integral to academic achievement is the intentional link with communities to ensure family involvement and that all children are ready to learn, healthy, and engaged in learning. Oregon's statewide Community Schools Initiative is partnering with local and state agencies and communities to *improve the academic success of students through strengthening core educational curriculums, providing academic and cultural enrichment, and removing barriers to learning. Secretary Arne Duncan states that schools should be viewed as "centers of community"* resulting in positive impacts on student achievement as well as other key factors proven to lead to success such as attendance, family involvement, behavioral incidents and school climate.

An updated report from the Educational Testing Service, Parsing the Achievement Gap II, highlights these factors. It makes clear that teacher quality and rigorous curriculum matter, but also recognizes that parent participation, high student mobility, health and nutrition, and summer learning opportunities are directly correlated with the achievement gap.

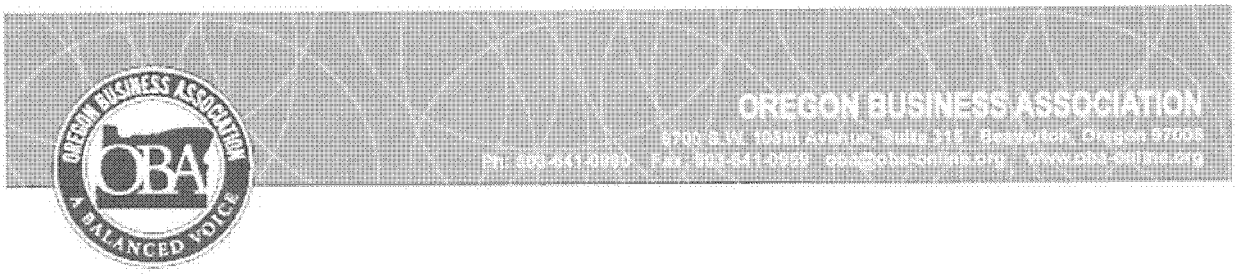
Oregon's Community Schools Initiative continues to gain momentum and provides a critical building block for the education reforms and enhancements being proposed in the *Race to the Top* application. Our state is now positioned to expand the current network of Community Schools and partnerships that can reduce the learning barriers to improved student achievement. I firmly believe that the inclusion of a Community Schools approach under the Community Engagement section of Oregon's Core Recommendations will strengthen our state's application.

With an investment from the *Race to the Top* stimulus funds, Oregon and local and state stakeholders are poised to make transformative change to advance educational reform, while engaging communities and turning around low-performing schools. OCCF is a committed partner in the successful implementation of Oregon's Embracing Change reform effort and we fully support the *Race to the Top* application.

Sincerely,

(b)(6)

Mickey Lansing
Executive Director



Thursday, January 14, 2010

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

On behalf of the Oregon Business Association representing more than 300 businesses throughout the state, we are pleased to offer our strong support to Oregon's Race to the Top (RTTT) application. We have supported RTTT from the beginning, as we believe it provides an opportunity to focus the dialogue on key education reforms that we support. Improving educational outcomes for all students and closing the achievement gap are among our highest priorities.

We believe that the adoption of Common Core Standards has tremendous value. We support the notion of adopting internationally benchmarked standards to ensure that our students are prepared to compete in a global economy.

We are pleased about the emphasis on data systems to support instruction. We support continued development of a statewide, longitudinal data system that measures student achievement over time to guide state-level decisions on educational programs and resource allocations; as well as locally implemented data systems that provide formative assessments to guide classroom instruction on an ongoing basis. We need valid, reliable data at all levels to implement effective educational reform.

We also agree with the importance of every child in Oregon having access to highly effective teachers and leaders. We support the focus on the recruitment and retention of high-quality educators through strong pre-service programs, ongoing professional development, adequate remuneration, and continuous support and guidance.

The Oregon Business Association agrees with the need to focus serious attention on turning around the lowest-performing schools. We are encouraged by the recognition of the value of parent and community involvement in this plan. Parent involvement must be a central component of any school turnaround strategy, as well as for success at all schools.

Race to the Top offers new opportunities for education reform, but none will succeed without parents, students and communities as full partners in the process. And none will succeed without an ongoing commitment by the state to invest appropriately in education.

In summary, we support Oregon's application to the Race to the Top program. We look forward to working with our partners throughout the state in implementing Oregon's plan to benefit our students.

Sincerely,

(b)(6)

Ryan Deckert
President, Oregon Business Association
503-641-0990
ryan@oba-online.org

education northwest
CREATING STRONG SCHOOLS & COMMUNITIES

101 SW Main St, Ste 500, Portland, OR 97204-3213
503.275.9500 | 800.547.6339
educationnorthwest.org

January 11, 2010

Susan Castillo
Superintendent of Public Instruction
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

Dear Superintendent Castillo:

The Oregon Leadership Network (OLN) strongly endorses the Oregon Race to the Top application to the U.S. Department of Education.

For the past ten years, the Oregon Leadership Network has grown to be a vibrant network of school districts, state agencies, higher education institutions, and education stakeholder organizations. In fact, the OLN membership currently engages twenty-eight school districts that serve 52% of Oregon's students and 50% of Oregon's teachers and educational leaders.

The growth of this network is based on a simple yet compelling mission: to enhance instructional leadership for equity. With a generous decade of support from the Wallace Foundation, the OLN has catalyzed a purpose of educational leadership for greater equity in our schools. Indeed, Oregon is the only state in the nation to integrate culturally competent practices into each of its administrative licensure standards and to sustain a statewide network explicitly to enhance educational leadership and equity.

In addition to the OLN focus on educational leadership and equity, the OLN has lead a statewide effort for assessing administrator performance, involved every administrative licensure program in the state, and partnered with a number of influential state and national stakeholder organizations in support of teacher leadership.

The history and commitment of the OLN has created a statewide readiness and capacity to assist in the implementation of the Oregon Race to the Top scope of work. In fact, as the U.S. Department of Education implements its support for great teachers and leaders, Oregon is ready and able to be an active player based on a track record of innovative approaches to leadership development.

You can count on the support and hard work of the Oregon Leadership Network to advance effective teaching and leading for each Oregon student!

Sincerely,

(b)(6)

Robert Larson, Ed.D.
Director, Oregon Leadership Network
Director, Center for Classroom Teaching & Learning, Education Northwest

Cc: Governor Theodore Kulongoski
Mr. Duncan Wyse, Chair, State Board of Education
Mr. Gus Balderas, Member, OLN Executive Committee,
Assistant Superintendent Hillsboro School District
Dr. Carolyn Carr, Member, OLN Executive Committee, Director,
Educational Leadership and Doctoral Program, Lewis and Clark College
Dr. Salam Noor, Member, OLN Executive Committee,
Assistant Superintendent, Salem-Keizer School District
Dr. Tom Ruhl, Member, OLN Executive Committee,
Professor of Education, Marylhurst University
Ms. Courtney Vanderstek, Member, OLN Executive Committee,
Assistant Executive Director, Oregon Education Association

Oregon PTA

everychild. onevoice.

January 11, 2010

Governor Theodore Kulongoski
254 State Capitol
Salem, Oregon 97301

Superintendent Susan Castillo
Oregon Department of Education
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

I am writing to deliver enthusiastic support on behalf of Oregon Parent Teacher Association (Oregon PTA). As the largest volunteer child advocacy association in the nation, with almost 20,000 members in Oregon, PTA reminds our country of its obligations to children and provides parents and families with a powerful voice to speak on behalf of every child while providing the best tools for parents to help their children be successful students.

Oregon PTA supports your Race to the Top grant application and improvements in support for family engagement and support. We now know that "family involvement is one of the strongest predictors of children's school success, and that families play pivotal roles in their children's cognitive, social, and emotional development from birth to adolescence." (S. Bouffard, B. Bridglall, E. Gordon, H. Weiss (2009). Reframing Family Involvement in Education). PTA has recently published a reference guide on State Laws on Family Engagement in Education that has been instrumental in informing the parental involvement elements of the Race to the Top application.

Low levels of family engagement in schools must be addressed at the federal, state, and local levels through the development of sound public policy and implementation, evaluation, and replication of best practices. The Oregon PTA recommendation in the Race to the Top application builds on the important work that we have done. We are very excited by the prospect of working with the Department of Education to expand our efforts if the grant application is successful.

We support Oregon's application and attaining best practices in education to help provide success for all students. Thank you for the opportunity to support this important work. Please contact me with any questions or suggestions on how we can further assist you.

Sincerely,

(b)(6)

Sandra D. Bell, President
Oregon Parent Teacher Association
4506 SE Belmont
Portland, OR 97215
503-234-3928

OREGON SCHOOL BOARDS ASSOCIATION

January 14, 2010

The Honorable Theodore Kulongoski, Governor
160 State Capitol
900 Court Street
Salem OR 97301-4047

The Honorable Susan Castillo, State Superintendent of Public Instruction
255 Capitol St. NE
Salem OR 97310-0203

President
Annette Mattson
David Douglas
President-Elect
Beth Gerot
Eugene
Vice President
Scott Pillar
High Desert ESD
Secretary/Treasurer
Bobbie Regan
Portland
Past President
Craig Prewitt
Phoenix-Talent

David Beeson
Silver Falls
Linda Brown
Lake Oswego
Francis Charbonnier
McMinnville
Wally Hazen
Coos Bay
Kris Howatt
Gresham-Barlow
Tom Kosinski
Nestucca Valley
Dave Krumbein
Pendleton
Anna Lemons
Salem-Keizer
Terry Lenchitsky
Oregon Trail
Fred Marble
Forest Grove
Patti McLeod
Hillsboro
Lisa Reid
Greater Albany
Jon Theros
Klamath Falls City
Randy Tweten
La Grande

COSA
Karen Gorrgolzarri
NSBA
Carolyn Grilman
OAESD
Geri Washington
OASE
Krista Parent
OCCA
Jim Harper
State Board of Education
Duncan Wyse

Kevin McCann

Dear Governor Kulongoski and Superintendent Castillo,

As President of the Oregon School Boards Association, I write in support of Oregon's application for the U.S. Department of Education's Race To The Top competitive grant program. OSBA represents more than 1,400 locally-elected school district, education service district and community college board members from across the state. Our association goals include equipping these boards with the tools and sense of urgency they need to increase student achievement meeting local, state and federal standards. Armed with the most current research, we design programs to improve the ability of boards to govern schools for the benefit of student achievement. The Race to the Top program is a perfect complement to our goals.

Oregon has made important strides in key reform areas. We increased math requirements for all students; encouraged enactment of credits for proficiency; initiated, through support and encouragement of local charitable foundations, a collaborative approach to educator incentive pay; built a statewide data system to track progress of each individual student in the state; and discussed or implemented professional learning communities, mentoring and sharing of best practices among educators. With these accomplishments, there is significant work yet to complete.

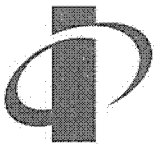
The Oregon School Boards Association supports the incentive-based nature of Race To The Top as well as some flexibility in planning for local implementation. Our board members and educators want the best for each student and we believe that encouraging teachers, principals, superintendents and board members to create innovation that improves practices is the most beneficial method for improvement.

If selected for a Race To The Top grant, Oregon will demonstrate that it can and does engage its schools in meaningful improvement in education for students. A collaborative attitude already exists in the education community. The work of Oregon's Race To The Top design team shows that we are willing to place challenging and sometimes difficult issues on the table to seek resolution. This attitude will result in real change for our schools.

The Oregon School Boards Association looks forward to Oregon receiving Race To The Top funds and putting them to work for the benefit of students.

Sincerely,

Beth Gerot
OSBA President



Oregon
University
System

Office of the Chancellor
P.O. Box 751
Portland, OR 97207-0751
PHONE (503) 725-5700
FAX (503) 725-5709
http://www.ous.edu

January 8, 2010

The Honorable Susan Castillo
Superintendent of Public Instruction
State of Oregon
2nd Floor Public Safety Building
Salem, Oregon 97310

Re: Race to the Top

Dear Superintendent Castillo:

It is a true privilege to endorse the application that you and Governor Ted Kulongoski are submitting to the United States Department of Education for Race to the Top funding. The theme of Oregon's proposal, "embracing change", is both apt and essential. Student learning and student achievement are critical for the future well-being of our citizens and of our state.

I am convinced that this application demonstrates Oregon's commitment to embrace change to affect student learning and that we offer innovative strategies to make that commitment a reality. The availability of federal funding to assist the state in this ambitious endeavor would be tremendously helpful to speeding the pace of change.

The Oregon University System is committed to collaborating with you and the state's K-12 schools to create a single education enterprise for Oregon which is based on standards-driven assessment of student achievement. Achievement can be demonstrated in many ways but we recognize the necessity of a common understanding of what it means for a student to be ready for college or work. OUS is mindful of our responsibilities to ensure that our teacher education programs use best practices to help every student succeed, as tracked by

an integrated data system and linked with other information, whether they are in kindergarten or graduate school.

We are united in this effort for the benefit of our students and our state. We appreciate your leadership in designing this bold new plan for Oregon education.

Sincerely,

(b)(6)

Paul Kelly, President
Oregon State Board of Higher Education

George Pernsteiner
Chancellor, Oregon University System

Cc: The Honorable Theodore Kulongoski, Governor

Portland Community College

January 4, 2010

Oregon Department of Education
Attention: RTTT
255 Capital Street, NE
Salem, OR 97310

To Whom It May Concern:

On behalf of Portland Community College I am very pleased to endorse Oregon's grant application for the Phase I *Race to the Top*. Oregonians believe that educational achievements by our citizens represent the strongest cornerstone of our economy, and we have set a goal to significantly increase high school, community college, and university graduation rates by 2025. This application represents the action plan to achieve this goal.

I appreciated the opportunity to provide feedback during its development stage and believe that this proposal represents Oregon's best efforts to prepare our children, our citizens, for college and the 21st Century workforce standards.

Yours truly,

Preston Pulliams

District President
Dr. Preston Pulliams
ppulliam@pcc.edu
Voice 503-977-4365
Fax 503-977-4960

www.pcc.edu
P.O. Box 19000
Portland, Oregon
97280-0990

An Affirmative Action,
Equal Employment
Opportunity Institution

PORTLAND PUBLIC SCHOOLS
501 North Dixon Street / Portland, Oregon 97227
Mailing Address: P.O. Box 3107 / Portland, Oregon 97208-3107
Telephone: (503) 916-3202 FAX: (503) 916-3404
OFFICE OF THE CHIEF ACADEMIC OFFICER

December 22, 2009

Oregon Department of Education
Attn: RTTT
255 Capitol St. NE
Salem, OR 97310

To Whom It May Concern:

As a participant in the RTTT Work Group process, I would like to offer my endorsement for Oregon's application for Phase 1 of the Federal Race to the Top grant competition.

It is my strong belief that Oregon is very well positioned to successfully compete in this effort to implement proposed reforms, and I pledge my full support to our state's implementation efforts. We are excited to be a part of this crucial program and look forward to the opportunity to embrace change on behalf of Oregon's 500,000 schoolchildren.

Sincerely,

Xavier Botana
Chief Academic Officer

c: Carole Smith, Superintendent
Zeke Smith, Chief of Staff

Portland Schools Foundation

January 13, 2010

Honorable Theordore Kulongoski
Governor
254 State Capitol
Salem, OR 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, OR 97310

Dear Governor Kulongoski and Superintendent Castillo,

On behalf of the Portland Schools Foundation (PSF), we are pleased to endorse Oregon's Race to the Top application.

Created in 1995, PSF is an independent, community-based organization with the mission to mobilize the resources, leadership, ideas and political support to ensure a world-class public education for every child, in every school, in every Portland neighborhood. PSF provides the local community with a cost-effective platform from which resources, research, and advocacy for public education can be focused on areas most in need when they are needed most.

Working with all five major public school districts in the city of Portland, PSF functions as a local network leader and convener in the world of education; to know you executed this with statewide stakeholders is a tremendous achievement on its own. We applaud your success in effectively convening the passionate and proven leadership Oregon has to offer, and strategically applying it to this worthy effort.

As an organization concerned with issues of equity and data-driven, transparent solutions as they relate to public education, PSF is inspired by the work being done by Oregon's Race to the Top Design Team.

PSF appreciates the time, energy and care you have already committed, and we are honored to be in full support of our great state's "Embracing Change" application.

Best,

(b)(6)

Sarah Mensah
Board Chair

Dan Ryan
Chief Executive Officer

www.thinkschools.org
905 NW 12th Avenue
Portland, Oregon 97209
Tel (503) 234-5404 Fax (503) 234-5402

Support great schools

Portland State
UNIVERSITY

Graduate School of Education
Office of the Dean

Post Office Box 751
Portland, Oregon 97207-0751
608 ED
615 SW Harrison St

503-725-4697 tel
503-725-8475 fax

www.pdx.edu/education

December 31, 2009

Oregon Department of Education
Attn: RTTT
255 Capitol St. NE
Salem, OR 97310

To: Governor Theodore R. Kulongoski
Superintendent Susan Castillo

From: Randy Hitz, Dean
Portland State University, Graduate School of Education

Re: Support for Oregon's Race to the Top Application

I am pleased to write this letter of support for Oregon's Race to the Top grant application. Let me begin by stating appreciation for the leadership each of you has given to this effort. In a very short amount of time you were able to gather input from a large number and wide variety of stakeholders.

I was honored to serve on the task force that focused on teacher and principal effectiveness. The people who staffed that task force were well prepared and they were very effective facilitators and leaders. We certainly had disagreements among the members regarding what recommendations to make, but I think we all came away feeling heard and supportive of the overall effort. These discussions not only provide the framework for our RTTT proposal, but will also serve as the foundation for education improvement in Oregon for years to come. The process was effective and the product you have created through the RTTT proposal reflects the good thinking of the many stakeholders involved.

Oregon possesses some significant strengths and the RTTT proposal builds on those strengths. For example, several of our high schools have made great progress in implementing proficiency-based practice. This approach to education has tremendous potential as it places emphasis on learning, rather than time in the classroom. Another example is the work of the Chalkboard Project's "Class" program which helps school districts link professional development, evaluation systems, career pathways, and creative compensation to multiple measures of student achievement. This is the most comprehensive and enlightened approach to rewarding teachers for performance that I have seen.

Again, thank you for your leadership. I look forward to working with you as we implement our Oregon RTTT proposal.

RESOURCES™
GLOBAL PROFESSIONALS

12/22/09

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

I am pleased to provide this letter in support of the state's Race to the Top grant application.

I believe that Oregon's Race to the Top process was critical and constructive, and that the outcome, as represented by the grant application, is potentially a major step forward for education in Oregon and am particularly excited about the application and the potential it has to improve student learning/help close the achievement gap.

The recommendation in the Race to the Top application builds on the important work that we have done in the business advisory team (BAT) and I am very excited by the prospect of expanding our efforts if the grant application is successful.

I am enthusiastic in support of Oregon's application and, in the event the application is successful, I am prepared to work with other education stakeholders on these important reforms.

Sincerely,

(b)(6)

Jus Singh
Managing Director - Portland
Resources Global Professionals

Salem/Keizer Coalition for Equality

PO Box 4296 Salem, OR 97302
www.skcequality.org

Friday January 8, 2010

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310

Dear Governor Kulongoski and Superintendent Castillo:

This letter of full support of the Oregon's Race to the Top grant application is written on behalf of the Salem/Keizer Coalition for Equality. The Coalition is a multi-racial, multi-cultural organization made up of 8 Latino organizations and the Salem-Keizer NAACP Branch and its Youth Chapter. Our Coalition works to better the educational opportunities for English Language Learners (ELL), low income and minority children, youth and adults in the Willamette Valley area, here in Oregon.

We are pleased to provide this letter in full support of the Oregon RTTT application because of the enormous possibilities it offers to public education reform in Oregon to better serve all the students in our state.

I was appointed by the Governor to the Oregon RTTT Design Team and in that capacity I was part of several team conversations with some of the brightest education professionals I have known. I participated in the development of the recommendations for the Turnaround Schools Work Group. I believe that this process was critical and constructive, and that the outcomes, as represented by the grant application, are potentially major steps forward for education reform in Oregon.

By participating in the development of the recommendations for the Turnaround Schools Work Group, I was able to bring to the forefront the importance of meaningful parent and community involvement as part of the solution to close the achievement gap in Oregon schools.

Reviewing the final application, we, the parents and community leaders of the Salem/Keizer Coalition, are extremely excited about the comprehensive final proposal to move us forward to educate all students.

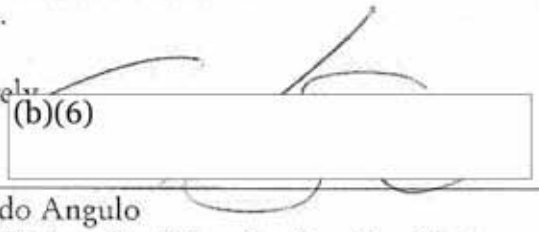
We are especially excited about the portion of the application that speaks to what we believe to be the key community school model as a framework for engaging parents and the community: "To significantly raise student achievement, schools will develop and sustain effective partnerships with families, community organizations, and other key stakeholder groups."

The overall recommendation in the Race to the Top application builds on the important work that we have been doing educating our immigrant and minority parents to be better prepared to partner with teachers and school staff to help their children and youth to be successful in their K-12 education. We are very excited by the prospect of expanding our efforts if the grant application is successful.

Our leaders and parents and communities are enthusiastic in support of Oregon's application and, in the event the application is successful, we are prepared to work with other education stakeholders on these important reforms.

Please feel free to contact me at my cell phone 503-930-9323 or email at eangulo@skcequality.org if you need more information on this important effort for Oregon's future.

Sincerely,



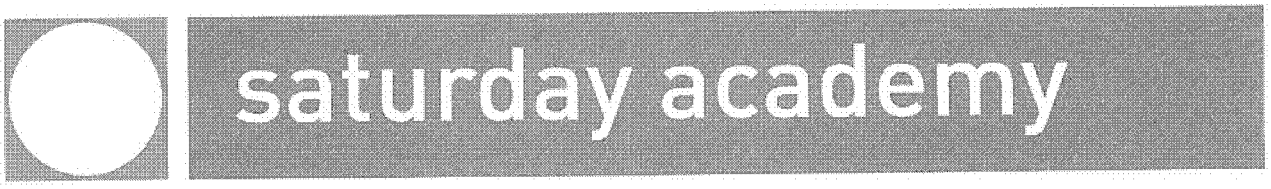
Eduardo Angulo
Salem/Keizer Coalition for Equality Chairman & Executive Director

2010 MEMBERS:

CAUSA; Salem/Keizer NAACP Branch and its Youth Chapter; Latino Unidos Siempre (LUS); Mano a Mano Family Center; Bilingual/Migrant Parent Advocacy Group; Willamette University MEChA, Parents Organizing Project (POP) & PCUN

SUPPORTED IN PRINCIPLE BY:

Oregon Commission on Hispanic Affairs; Oregon Commission on Black Affairs; Chemeketa Community College Juntos Club & The National Council of La Raza



December 29, 2009

The Honorable Theodore R. Kulongoski, Governor
The Honorable Susan Castillo, Superintendent of Public Education
Oregon Department of Education
Attn: RTTT
255 Capitol St. NE
Salem, OR 97310

Dear Governor Kulongoski and Superintendent Castillo,

On behalf of Saturday Academy and its community Board of Directors, it gives me great pleasure to offer this letter of endorsement for Oregon's Race to the Top proposal.

Saturday Academy is a non-profit, enrichment program founded in 1983. We have been awarded nine National Science Foundation grants totaling $3.6 million for our innovative education programs. We have served over 150,000 students in multiple communities in Oregon.

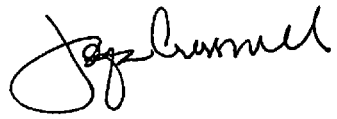
Saturday Academy has received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring as well as the Annenberg Foundation's "Education That Works" Award. We endorse Oregon's RTTT proposal and pledge to bring our resources and experience to the table to help Oregon meet its Core Recommendations as follows:

1) **Advancing proficiency-based practice**. We have extensive experience in allowing students to move at their own pace as they achieve personal levels of proficiency. We can extend the schools' efforts to increase students' opportunities for self-directed learning.
2) **Community engagement.** Saturday Academy's instructors and mentors are members of the local community who share with young people the exciting content knowledge and career options available in every field of study. We are constantly expanding this resource of experts who enjoy working with curious young people.
3) **A commitment to low-performing schools**. Saturday Academy students in low income after-school programs have shown both improved attendance and academic performance. Fifty-five percent of the students in these programs come from backgrounds traditionally underrepresented in the sciences.
4) **A focus on teacher and principal effectiveness**. Saturday Academy's 2008 pilot of "Scientists in the Schools" was judged a highly effective method of embedded professional development by teachers and students alike. We are equipped to manage such pilot programs.

5) **Building on our strength in technology.** Saturday Academy had its roots in the technology industry and continues to explore best practices in the broad field of STEM education. This is our specialty.
6) **A statewide commitment to a P-20 articulation**, including the adoption of the Common Core Standards. Saturday Academy supports life-long learning and integration of knowledge.
7) **RTTT Coordinating Council to oversee implementation**. Saturday Academy will do its part to assist Oregon in making the exciting changes conceived in its RTTT proposal.
8) **STE(A)M.** Saturday Academy teaches across the entire curriculum. We focus on STEM fields because of their rapid change and importance to the modern economy. We have the resources to bring both the STEM community and the arts community into the classroom, to after-school programs, to teachers and to summer learning experiences.

Oregon's youth are fortunate that the education leaders of 1983 had the foresight to create Saturday Academy. Working in partnership with the schools, we have become a proven program with strong infrastructure and a history of innovation. We are equally fortunate that today's leaders are committed to closing the achievement gap and improving the experience of being an educator in Oregon. However we might be useful, Saturday Academy stands ready to contribute to this ambitious effort on behalf of Oregon's youth.

Very truly yours,



Joyce Cresswell
Executive Director

cc: James Huntzicker, SA Board Chair

SHERWOOD SCHOOLS

a great place for all kids

December 14, 2009

Honorable Governor Theodore R. Kulongoski
Superintendent of Public Instruction Susan Castillo
Race to the Top Oregon Chair, Vickie Fleming

Dear Governor Kulongoski, Superintendent Castillo, and Chair Fleming,

Thank you for your support and investment in Oregon's application for the Race to the Top. This broad-based effort reflects tremendous commitment by many of Oregon's best and brightest leaders over the course of the last four months. Clearly our team has pursued a vision that extends far beyond the immediacy of potential federal resources. We have proposed improvements that provide a foundation for long term investment and improvement in Oregon's delivery of a comprehensive public education program.

We believe in these reforms. Many of the proposals you see in this state application are already underway and showing signs of promise in the Sherwood School District. Strong collaboration with our employee associations, local innovation, rigorous professional evaluations, increased investment in recruiting and retaining exceptional staff, and sustained commitments to professional development and mentorship are possible throughout this state. We are committed to modeling these practices and supporting other districts in their efforts to improve professional practice.

With strong consensus and shared commitment to improve education for all Oregon children, we respectfully submit the required agreements for the Race to the Top application. Please let us know if we can be of further support or assistance.

Sincerely,

(b)(6)

Dan C. Jamison
Superintendent
Sherwood School District

Connie Hansen
Board Chair
Sherwood School District

Terrel Smith
President
Sherwood Education Association

Office of the Superintendent
23295 S.W. Main Street * Sherwood, Oregon 97140
djamison@sherwood.k12.or.us
(503) 625-8003 * FAX (503) 625-8001
www.sherwood.k12.or.us

Stand for Children
LEADERSHIP CENTER

516 SE Morrison Street, Suite 420, Portland, OR 97214
503.235.2305 fax 503.963.9517 www.standleadershipcenter.org1

Honorable Theodore Kulongoski
Governor
254 State Capitol
Salem, Oregon 97301

Susan Castillo
Superintendent of Public Instruction
Attn: RTTT
255 Capitol Street NE
Salem, Oregon 97310

Dear Supt. Castillo & Gov. Kulingoski,

Stand for Children is writing to express our support for Oregon's application for the Federal Race to the Top grant. Stand for Children's mission is to develop leaders who use the power of grassroots action to help all children get the excellent public education and strong support they need to thrive.

The work of the Race to the Top Design Team to draft Oregon's application is already changing the conversation about public schools in Oregon – shifting away from years of worrying only about money and shifting toward a meaningful dialouge about how we can improve outcomes for all children.

We believe Oregon is well-positioned to be a leader in implementing needed improvements to public schools. In the past few years, Oregon has made an increasing commitment to improving the effectiveness of teachers and principals, and we're hungry to do more.

- The Oregon New Teacher and Principal Mentor Program already provides effective support to many first and second year teachers and principals. Experienced mentor teachers spend at least 90 hours with new teachers watching them teach, helping them plan, and improving their practice. Mentoring is proven to improve teacher retention and student achievement.

- The Creative Leadership Achieves Student Success (CLASS) Project is already at work in three school districts, where district leaders are implementing effective performance evaluation systems, enhanced career

paths, relevant professional development, and new compensation models. This year six more school districts have signed up to participate.

- Oregon's adopted standards for quality professional development, based on national standards for professional development that improves teaching.

Winning Race to the Top funds will help Oregon accelerate our progress in the critical area of improving teacher and principal quality and fully utilize our increasingly robust database of student information.

Stand for Children is uniquely positioned and strongly committed to helping ensure local school districts and state leaders maintain their commitment to the recommendations in Oregon's Race to the Top application. We commit our continued support to the school improvement effort started with Race to the Top.

Sincerely,

Dana Hepper
Oregon Advocacy Director

SUSAN CASTILLO
State Superintendent of Public Instruction

CAMILLE PREUS
Community Colleges & Workforce Development Commissioner

Members
DUNCAN WYSE
Chair

BRENDA FRANK
Vice-Chair

ARTEMIO PAZ, JR.
Second Vice-Chair

JERRY BERGER

KATE BROWN
Ex Officio

LESLIE SHEPHERD

NIKKI SQUIRE

BEN WESTLUND
Ex Officio

Advisors
CARYN CONNOLLY

PAUL FISHER

KARLI OLSEN

ROB SAXTON

JOHN TURNER

Staff
JAN MCCOMB
Executive Officer

SHELBY CAMPOS
Executive Support

OREGON STATE BOARD OF EDUCATION

255 Capitol St. NE; Salem, Oregon 97310-1300
503-947-5746; www.ode.state.or.us
The Oregon Department of Education is an equal opportunity educator and employer.

Jan. 13, 2010

Susan Castillo
Superintendent of Public Instruction
255 Capitol St. NE
Salem, OR 97310

Attn: Race to the Top

Dear Superintendent Castillo:

On behalf of the members of the State Board of Education, I wish to express our support of Oregon's Race to the Top application.

The Race to the Top application framework is very consistent with the policy direction Oregon has been pursuing for many years. With the US DOE as a partner, we see the opportunity to take our work to a whole new level.

Under Governor Kulongoski's leadership, Oregon is committed to raising education attainment to unparalleled levels. We have set high standards for high school graduation, with the requirements for our high school diploma connecting to entry into college and career. To create a seamless continuum of education, we are aligning course content and student data systems among PK-12, community college, and university sectors. We have expanded students' ability to earn college credit while still in high school, giving them additional help in reaching their education goals

We are committed to national standards, as evidenced by our recently revised math standards, which reflect the NAEP framework as well as recommendations of NCTM, and the National Math Panel. We are eager to review the newly developed national standards as they unfold.

Oregon's assessment system is one of the finest in the country; our pioneering work in developing individual student identification numbers will allow us to not only assess individual achievement and growth, but trace that achievement back to individual schools, teachers, and even the colleges that prepared the teachers.

We see extraordinary innovation in traditional and charter schools across the state, including our flourishing set of charter schools. In particular, the board strongly supports proficiency-based practices and is excited to see this practice expanding statewide. It holds much promise and represents a win-win for both students and the education system.

I am very proud of the work of the team, which has captured well Oregon's achievements to date and the opportunities ahead. With a renewed partnership with the US DOE, our state will make great strides in meeting the needs of all students.

Sincerely,

Duncan Wyse, Chair
State Board of Education

Ted Ferrioli
State Senator District 30
Senate Republican Leader

Bruce Hanna
State Representative, District 7
Senate Republican Leader

January 13, 2010

Honorable Governor Theodore Kulongoski
254 State Capitol
Salem, OR 97301

Superintendent of Public Instruction Susan Castillo
255 Capitol St. NE
Salem, OR 97310

Dear Governor Kulongoski and Superintendent Castillo:

As a leader of the Oregon State Legislature, I would like to submit this letter of support for our Race to the Top (RTTT) grant application. Oregon has worked hard in recent years to improve public schools and increase the rigor of graduation requirements. With this grant we can build on those efforts to create an education system that prepares our children for success in the global economy and in life.

The federal Race to the Top Program is already advancing education innovation and reform here in Oregon. I appreciate the hard work of your staff in bringing together a broad range of education stakeholders from across the state over recent months to develop Oregon's grant application. With nearly 200 individuals participating in the work groups, design team and the public feedback process, preparing this grant has helped diverse members of the education community tackle tough questions and forge agreement on how we can improve Oregon's public schools. The Legislature's Education Committees have been briefed by members of your staff on the progress of the application and I look forward to working with you to implement the proposal if Oregon is selected.

Federal RTTT assistance will help us expand and build on innovative initiatives by school districts across Oregon, providing a clear framework for improvement in a way that recognizes the diversity of school systems across Oregon and the differing interests that shape our education policy. Among the many elements in Oregon's application, I would like to draw your attention to those that would:

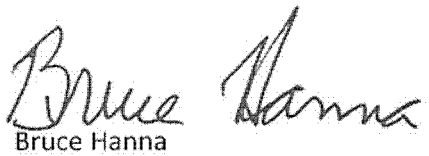
- Accelerate the training and placement of qualified teachers , particularly in areas where we have seen shortages, such as rural communities and specialization in English Language Learning and Special Education;
- Adopt common core academic standards that align with national and international benchmarks and help our students better compete in a global economy;
- Explore innovative approaches to compensation that reward gains in student achievement based on multiple measures ;
- Expand our commitment to robust instruction in science, technology, engineering and math;

- Scale up opportunities for schools to adopt proficiency-based practices, which have already boosted academic success in several districts across Oregon;
- Better use technology to improve the delivery of information to students and educators ; and
- Provide data and feedback to our schools of education from the K-12 system so we can better evaluate and align teacher preparation programs.

In general I support the work that has been put into preparing for Race to the Top over the recent months and hope that we are successful in securing funds to accelerate innovation in schools across Oregon. I stand ready to work with your offices, local school districts and Oregon education stakeholders to implement our successful RTTT application.

Sincerely,

Ted Ferrioli
Senate Republican Leader
State Senator, District 30



Bruce Hanna
House Republican Leader
State Representative, District 7

OFFICE OF THE SENATE PRESIDENT – OFFICE OF THE HOUSE SPEAKER

SENATE MAJORITY OFFICE – HOUSE MAJORITY OFFICE

January 12, 2010

Honorable Governor Theodore Kulongoski
254 State Capitol
Salem, OR 97301

Superintendent of Public Instruction Susan Castillo
255 Capitol St. NE
Salem, OR 97310

Dear Governor Kulongoski and Superintendent Castillo:

As elected leaders of the Oregon State Legislature, we are proud to write this letter of support for our Race to the Top (RTTT) grant application. Oregon has worked hard in recent years to improve our public schools and increase the rigor of our graduation requirements. With this grant we can build on those efforts to create an education system that prepares our children for success in the global economy and in life.

The federal Race to the Top Program is already advancing education innovation and reform here in Oregon. We appreciate the hard work of your staffs in bringing together a broad range of education stakeholders from across the state over recent months to develop our grant application. With nearly 200 individuals participating in the work groups, design team and the public feedback process, preparing this grant has helped diverse members of the education community tackle tough questions and forge agreement on how we can improve Oregon's public schools. The Legislature's Education Committees have been briefed by members of your staffs in recent months on the progress of the application and we look forward to working with you to implement the proposal if Oregon is selected.

Federal RTTT assistance will let us expand and build on innovative initiatives by school districts across Oregon, providing a clear framework for improvement in a way that recognizes the diversity of school systems across Oregon and the differing interests that shape our education policy. Among the many elements in Oregon's application, we are particularly enthusiastic about this opportunity to:

- Accelerate the training and placement of qualified teachers , particularly in areas where we have seen shortages such as rural communities and specialization in English Language Learning and Special Education;
- Adopt common core academic standards that align with national and international benchmarks and help our students better compete in a global economy;
- Explore innovative approaches to compensation that reward gains in student achievement based on multiple measures and preserve the labor rights of educators;
- Expand our commitment to robust instruction in science, technology, engineering and math;
- Scale up opportunities for schools to adopt proficiency-based practices, which have been boosting academic success in several districts across Oregon;
- Better use technology to improve the delivery of information to students and educators; and
- Provide data and feedback to our schools of education from the K-12 system so we can better evaluate and align teacher preparation programs.

We are supportive of the work that has been put into preparing for Race to the Top over the recent months and hope that we are successful in securing these valuable funds to accelerate innovation in schools across Oregon. We stand ready to work with your offices, local school districts and Oregon education stakeholders to implement our successful RTTT application. Thank you for your dedication to give all students across Oregon the opportunity to learn and succeed.

Sincerely,

Peter Courtney, President
Oregon Senate

Dave Hunt, Speaker
Oregon House of Representatives

Richard Devlin, Majority Leader
Oregon Senate

Mary Nolan, House Majority Leader
Oregon House of Representatives

Tigard - Tualatin School District 23J
Larry Hibbard Administration Center
6960 SW Sandburg Street
Tigard, Oregon 97223
503-431-4000 • fax 503-431-4047
www.ttsd.k12.or.us

January 5, 2010

Dear Governor Kulongoski, Superintendent Castillo, and Chair Fleming,

Please accept this letter of support from the Tigard-Tualatin School District in regards to the Oregon Race To The Top application.

We would like to thank the broad based coalition of people who came together and worked so diligently to put this application together for the State of Oregon. The group is comprised of many of the best educational thinkers in our state and they have done an excellent job of capturing innovations and initiatives designed to improve learning opportunities for our students.

Oregon has a long and proud history as a leader in educational best practice. Collectively, our state has embraced efforts aimed at continually improving the delivery of program which enhances student learning. The opportunity presented through the funds available from the Race To The Top process will allow us to quickly advance the promise of young projects currently underway, and to develop additional improvement projects for implementation.

The Tigard-Tualatin School District is often viewed as a leader in our state and in the nation in regard to the systems we utilize to improve outcomes for students. We are excited about the possibilities presented by the Race To The Top application and therefore lend our support. Please accept the enclosed agreements required for the application.

Respectfully submitted,

Rob S. Saxton
Superintendent
Tigard-Tualatin School District

Jill Zurschmeide
Board Chair
Tigard-Tualatin School District

Oregon
Theodore R. Kulongoski, Governor

Teacher Standards and Practices Commission
465 Commercial St. NE
Salem, OR 97301
(503) 378-3586, (503) 378-4448 fax
www.TSPC.state.or.us
contact.tspc@state.or.us

January 11, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4260

RE: Support for Oregon Application for Race To The Top Funding

Secretary Duncan:

The Oregon Teacher Standards and Practices Commission is an independent professional educator standards board established originally in 1965.

The Commission oversees educator licensure, accreditation of educator preparation programs and professional conduct. Commissioners include teachers, administrators, higher education representatives and public members. Oregon's Governor appoints the Commissioners and Oregon Senate approves the appointments.

The Commission heartily supports the state's application for Race to the Top funding. The work we have begun in improving state data systems and collecting information for accountability of our preparation programs could be expedited by this funding. The Commission supports accountability in the profession and we believe these funds will ensure that Oregon's students are served and taught by the best educators in the nation.

Oregon was the first state in the nation to establish performance expectations for teacher pre-service candidates through creating requirements for completion of work samples containing artifacts of lesson preparation; student performance and objective data to assess student performance and the lesson's efficacy.

This funding will assist us in taking state data collection of new teachers and administrators to the next level. Additionally, we are currently requiring programs to collect this new educator data, analyze the data, share the data with stakeholders and show evidence of program improvement based on the data.

The Commission collaborates with the Oregon Department of Education, the Oregon University System, educator preparation programs, the Oregon Education Association, the Confederation of Oregon School Administrators and our licensees when examining state policy as it relates to the teaching profession.

The Commission urges your support of Oregon's application.

Respectfully,

(b)(6)

Victoria Chamberlain
Executive Director

c: Commissioners

UNIVERSITY OF OREGON
College of Education

January 8, 2010

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Doug,

I am quite pleased that Oregon is applying for Race to the Top funds and I am more than willing to support this state-wide effort. As the Dean of the University of Oregon's College of Education for the past five years, I have been in a unique position to see the changes in K-16 education in this state and nation and to see the influence our faculty have in those changes through their scholarship and research.

The direction being taken in Oregon's application is fully consistent with the College's collective capacity to support and guide the intent of the proposal. Indeed, the emphasis on data-driven decision-making and use of student learning to guide evaluations is a hallmark in our college. Specifically, we train teachers and leaders at all levels in this exact process and conduct extensive research in this arena. As one of the leading colleges of education in this country, and the leader in external funding, we also have the capacity to work closely with the Oregon Department of Education and extend that work across the country.

As you know, a number of our faculty have worked with the Oregon Department of Education over the years and have continually been impressed at the leadership taken in so many areas. The statewide testing program is one of the most advanced in the country and allows researchers in both testing and policy making to understand systems reform. The intervention-focused programs like Response to Intervention, Effective Behavioral Supports, the Oregon Literacy Frameworks, and Scaling Up are all keenly focused on the teaching and learning environment and allow our students to be placed in effective classrooms; in addition, such initiatives provide a rich environment for research. Finally, the data and information systems being developed by the state are unique in the country, bringing student demographics together with

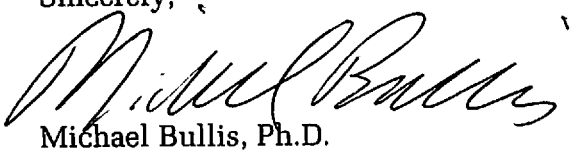
OFFICE OF THE DEAN
1215 University of Oregon, Eugene OR 97403-1215 T (541) 346-3405 F (541) 346-5818

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

formative and summative assessments. This wealth of information can lead educators at all levels into reform in classroom practices and system leadership.

Oregon's proposal for Race to the Top funds is innovative, coherent, and compelling. The University of Oregon, College of Education, is extremely supportive and willing to serve in any capacity to bring the work scope articulated in the narrative to fruition.

Sincerely,



Michael Bullis, Ph.D.
Dean and Sommerville-Knight Professor of Education

COMMITTEE ON AGRICULTURE

SUBCOMMITTEE ON
DEPARTMENT OPERATIONS, OVERSIGHT,
NUTRITION AND FORESTRY

SUBCOMMITTEE ON
GENERAL FARM COMMODITIES AND RISK
MANAGEMENT

SUBCOMMITTEE ON
HORTICULTURE AND ORGANIC AGRICULTURE

COMMITTEE ON SMALL BUSINESS

CHAIRMAN, SUBCOMMITTEE ON
FINANCE AND TAX

SUBCOMMITTEE ON
CONTRACTING AND TECHNOLOGY

COMMITTEE ON THE BUDGET

The 111th Congress
U.S. House of Representatives
Washington, DC 20515

KURT SCHRADER
FIFTH DISTRICT, OREGON

1419 Longworth Building
Washington, DC 20515
202-225-5711
Fax: 202-225-5699

494 State Street
Suite 210
Salem, OR 97301
503-588-9100
Fax: 503-588-9237

112 8th Street
Oregon City, OR 97045
503-657-1524
Fax: 503-657-1981

January 15, 2010

The Honorable Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary Duncan:

As members of Oregon's Congressional delegation we are excited that Oregon is applying for the first round of Race To The Top grants. Oregon has worked hard in recent years to improve public schools and increase the rigor of graduation requirements. Oregon will use this grant to build on those efforts and prepare our children for success in the global economy.

We are pleased to see that the federal Race To The Top program is already advancing education innovation and reform. We were excited to see a broad range of nearly 200 education stakeholders from across the state come together in the working groups and design teams to gather public feedback over recent months to develop Oregon's grant application.

Federal Race To The Top assistance is intended to let successful applicants build on innovative initiatives. It is exciting to see our state include several key elements in this application:

- Expanding commitments to instruction in science, technology, engineering, and math;
- Scaled up opportunities for schools to adopt proficiency-based practices, which have been boosting academic success in districts across Oregon;
- Better use technology to improve the delivery of information to students and educators;

- Accelerated training and placement of qualified teachers, particularly in areas with known shortages such as rural communities and specialization in English Language Learning and Special Education;
- Providing data and feedback to Oregon schools of education for the K-12 system to better evaluate and align teacher preparation with programs; and
- Adopting common core academic standards aligned with national and international benchmarks to help our students better compete in a global economy.

We are pleased Oregon has put so much work into preparing an application for accessing the Race To The Top grant funds. Thank you for considering Oregon's application.

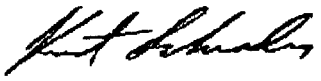
Sincerely,

KURT SCHRADER
Member of Congress

- Accelerated training and placement of qualified teachers, particularly in areas with known shortages such as rural communities and specialization in English Language Learning and Special Education;
- Providing data and feedback to Oregon schools of education for the K-12 system to better evaluate and align teacher preparation with programs; and
- Adopting common core academic standards aligned with national and international benchmarks to help our students better compete in a global economy.

We are pleased Oregon has put so much work into preparing an application for accessing the Race To The Top grant funds. Thank you for considering Oregon's application.

Sincerely,



KURT SCHRADER
Member of Congress

WESTERN OREGON
UNIVERSITY

December 21, 2009

Superintendent Susan Castillo
Oregon Department of Education
255 Capitol St. NE
Salem, OR 97310

Dear Superintendent Susan Castillo:

I am writing on behalf of Western Oregon University and the College of Education in support of Oregon's Race to the Top proposal. Having witnessed some of the transformational learning gains of students in schools implementing Proficiency-Based Practices, we believe the approach has real merit in helping close Oregon's achievement gap. Our College is currently examining how we can best prepare teachers to implement this approach in various content areas.

I also have familiarity with the fourth focus of Oregon's proposal dealing with teacher and principal effectiveness, having served on one of the community planning committees. WOU is eager to working together with the Oregon Department of Education to implement accelerated pathways for areas of teacher shortage. We will help address the lack of congruence between the frameworks used to describe and organize various stages of development experienced by educators in Oregon. The lack of a common language creates gaps in communication between vital partners involved in the recruitment, preparation, licensure, mentoring, retention and promotion of teachers in the state and leaves the public without a unified way to reference the important skills and standards that teachers are expected to demonstrate.

WOU was also an active participant at recent meetings that resulted in agreement among the teacher preparation programs, both private and public, to support efforts to develop a state longitudinal data system providing additional sources of information that complement our programs' attention to candidates' ability to impact student learning. We also welcome the chance to work together with ODE to identify additional sources of data that fully capture the rich contributions that teachers make to the development of their students.

Lastly, as a College of Education desiring to be able to know how our graduates perform once they are hired, we are delighted to support more standardized performance evaluation systems and new pathways for career advancement and we will continue to seek ways to partner with schools and districts on job embedded, sustained professional development for educators. As an active participant in the state with over 3,200 alumni currently employed in Oregon's public schools, we are excited about the proposed activities outlined in the RTT proposal and will be ready to serve in whatever capacity is most useful for achieving the goals outlined.

Sincerely,

Hilda Rosselli

Hilda Rosselli, Dean
College of Education

State of Oregon
2009 High School Mathematics Academic Content Standards

Adopted June 2009
By the State Board of Education

As part of the new Oregon High School Diploma, the State Board has asked the Oregon Department of Education (ODE) to develop "core standards" for all academic content areas. This directive is, in part, a response to the widely held view that current content standards (both in Oregon and in the U.S. at large) are too numerous and mandate the creation of "mile wide, inch deep" curricula. Based in part on the WestEd review of Oregon's content standards, Oregon's Core Standards will be designed to:

- Focus instruction by identifying the key ideas to be covered in each particular subject and grade. This will allow teachers and students to concentrate on fewer key learning objectives each year, resulting in greater depth of teaching and learning.
- Incorporate other content standards in that in-depth understanding of each core standard will imply, and be supported by, understanding of the underlying content standards.
- Carefully articulate clear grade level progression in both knowledge and skills.

Mathematics Standards

Mathematics is the science of numbers and space configurations and their operations, interrelations, combinations, generalizations, and abstractions. These mathematics standards define the high school-level mathematics content knowledge and essential skill that all students are expected to learn during high school mathematics instruction in Oregon. Mastery of the skills, concepts, and knowledge outlined in these standards will prepare students for a variety of career or education paths.

The new high school mathematics standards include three disciplines of mathematics – Algebra, Geometry and Measurement, and Statistics and Probability. Within each strand there are two to three core standards. These core standards provide the major concepts and processes for teaching and learning across the grades. Underneath each of these core standards are from three to eight content standards which provide the details necessary for curriculum and assessment.

The standards were written to create "a focused, coherent progression of mathematics learning, with an emphasis on proficiency with key topics." The overlap and spiraling of content from previous grade levels has been minimized in an effort to create standards which resembles the same philosophy and scope as the recently revised K-8 Math standards. These standards also include the instructional contexts through which these knowledge and skills are expected to be addressed. These contexts, or processes, as defined by the National Council of the Teachers of Mathematics (NCTM), are *problem solving*, *reasoning and probability*, *communication*, *connections*, and *representation*. See Table 1 (p. 8) for definitions of the NCTM process standards and how they align with the "Apply Math" essential skill.

The Review and Revision Process

As members of the Mathematics Content and Assessment Panel began work on revising the high school mathematics standards, they adopted several guiding principles. These included:

- Consider the mathematics all Oregon students should know and be able to do
- Identify topics that build on the core foundations of mathematics established in the 2007 K-8 Mathematics Content Standards
- Emphasize the importance of the National Council of Teachers of Mathematics (NCTM) Process Standards and embed the Oregon Essential Skills in a core standards structure
- Reflect the recommendations of the National Mathematics Advisory Panel
- Strive for coherence, clarity, and measurability.

The revision of Oregon's high school mathematics content standards began in September 2008 with an extensive two-day review of the latest national and international mathematics education research. From this work session, the panel created the initial draft of the high school content standards. This first draft was posted as a news announcement, advertised in various ODE publications, and posted on-line at: http://www.ode.state.or.us/search/page/?=1148.

Between September 2008 and March 2009, the panel met for six two-day work sessions. ODE staff collected public input on the draft standards and the panel carefully reviewed the information prior to updating each subsequent version. In between each monthly session, ODE posted news announcements of the latest drafts and sent out messages via the Superintendent's Pipeline, the Curriculum Director's listserv, the Oregon Mathematics Teacher Update monthly e-newsletter, and to mathematics professional organizations, universities, and community colleges. In addition, ODE representatives gave presentations on the mathematics standards revision at conferences and board meetings around the state including the Oregon Council of Teachers of Mathematics, Oregon Mathematics Education Council, Teachers of Teachers of Mathematics Council, Teacher Standards and Practices Commission, OASSA/OESPA Principal's Conference, Oregon School Improvement Facilitators, district, school and ESD meetings.

The revision work included alignment with over twenty different states' mathematics standards, curricular expectations from national organizations such as Achieve, College Board, National Council of Teachers of Mathematics, International Baccalaureate, and National Assessment of Education Progress. Various drafts of the high school math standards also underwent external review by members of the National Council of Teachers of Mathematics and Northwest Regional Education Laboratory staff.

Role of Technology

The Mathematics Content and Assessment Panel unanimously gave support to the use of technology as an aid to increase student learning and ultimately prepare students for an increasingly technology-focused work and life environment. However, the panel also agreed that much of mathematics should be developed first without the aid of technology. Therefore, teachers need to be knowledgeable about how technology can support students in learning mathematics without compromising mathematical fluency – number sense, procedural knowledge, and declarative knowledge. The panel trusts that educators will make appropriate choices regarding the use of technology.

2009
High School Mathematics
Academic Content Standards

Algebra

It is essential that the high school mathematics content standards be addressed in instructional contexts that promote *problem solving*, *reasoning and proof*, *communication*, *making connections*, *designing and analyzing representations*, and *reflecting on solutions*. Every student should understand and apply all mathematical concepts and skills from previous grade levels to these standards.

H.1A Algebra and Numeracy: **Demonstrate a deep understanding of real numbers and algebraic symbols by fluently creating, manipulating, computing with, and determining equivalent expressions, both numeric and symbolic.**

H.1A.1 Compare, order, and locate real numbers on a number line.

H.1A.2 Evaluate, compute with, and determine equivalent numeric and algebraic expressions with real numbers and variables that may also include absolute value, integer exponents, square roots, pi, and/or scientific notation.

H.1A.3 Express square roots in equivalent radical form and their decimal approximations when appropriate.

H.1A.4 Develop, identify, and/or justify equivalent algebraic expressions, equations, and inequalities using the properties of exponents, equality and inequality, as well as the commutative, associative, inverse, identity, and distributive properties.

H.1A.5 Factor quadratic expressions limited to factoring common monomial terms, perfect-square trinomials, differences of squares, and quadratics of the form $x^2 + bx + c$ that factor over the integers.

H.2A Algebra: **Use linear equations and functions to represent relationships and solve linear equations, linear inequalities, systems of linear equations, and systems of linear inequalities.**

H.2A.1 Identify, construct, extend, and analyze linear patterns and functional relationships that are expressed contextually, numerically, algebraically, graphically, in tables, or using geometric figures.

H.2A.2 Given a rule, a context, two points, a table of values, a graph, or a linear equation in either slope intercept or standard form, identify the slope of the line, determine the x and/or y intercept(s), and interpret the meaning of each.

H.2A.3 Determine the equation of a line given any of the following information: two points on the line, its slope and one point on the line, or its graph. Also, determine an equation of a new line, parallel or perpendicular to a given line, through a given point.

H.2A.4 Fluently convert among representations of linear relationships given in the form of a graph of a line, a table of values, or an equation of a line in slope-intercept and standard form.

H.2A.5 Given a linear function, interpret and analyze the relationship between the independent and dependent variables. Solve for x given f(x) or solve for f(x) given x.

H.2A.6 Analyze how changing the parameters transforms the graph of $f(x)$ =mx + b.

H.2A.7 Write, use, and solve linear equations and inequalities using graphical and symbolic methods with one or two variables. Represent solutions on a coordinate graph or number line.

H.2A.8 Solve systems of two linear equations graphically and algebraically, and solve systems of two linear inequalities graphically.

H.3A Algebra: **Use quadratic and exponential equations and functions to represent relationships**.

H.3A.1 Given a quadratic or exponential function, identify or determine a corresponding table or graph.

H.3A.2 Given a table or graph that represents a quadratic or exponential function, extend the pattern to make predictions.

H.3A.3 Compare the characteristics of and distinguish among linear, quadratic, and exponential functions that are expressed in a table of values, a sequence, a context, algebraically, and/or graphically, and interpret the domain and range of each as it applies to a given context.

H.3A.4 Given a quadratic or exponential function, interpret and analyze the relationship between the independent and dependent variables, and evaluate the function for specific values of the domain.

H.3A.5 Given a quadratic equation of the form $x^2 + bx + c = 0$ with integral roots, determine and interpret the roots, the vertex of the parabola that is the graph of $y = x^2 + bx + c$, and an equation of its axis of symmetry graphically and algebraically.

2009
High School Mathematics
Academic Content Standards

Geometry

It is essential that the high school mathematics content standards be addressed in instructional contexts that promote *problem solving, reasoning and proof, communication, making connections, designing and analyzing representations,* and *reflecting on solutions*. Every student should understand and apply all mathematical concepts and skills from previous grade levels to these standards.

H.1G Geometry: **Apply properties of two-dimensional figures.**

H.1G.1 Identify, apply, and analyze angle relationships among two or more lines and a transversal to determine if lines are parallel, perpendicular, or neither.
H.1G.2 Apply theorems, properties, and definitions to determine, identify, and justify congruency or similarity of triangles and to classify quadrilaterals.
H.1G.3 Apply theorems of corresponding parts of congruent and similar figures to determine missing sides and angles of polygons.
H.1G.4 Use trigonometric ratios (sine, cosine and tangent) and the Pythagorean Theorem to solve for unknown lengths in right triangles.
H.1G.5 Determine the missing dimensions, angles, or area of regular polygons, quadrilaterals, triangles, circles, composite shapes, and shaded regions.
H.1G.6 Determine if three given lengths form a triangle. If the given lengths form a triangle, classify it as acute, right, or obtuse.
H.1G.7 In problems involving circles, apply theorems and properties of chords, tangents, and angles; and theorems and formulas of arcs and sectors.

H.2G Geometry: **Apply properties of three-dimensional solids.**

H.2G.1 Identify, classify, model, sketch, and label representations of three-dimensional objects from nets and from different perspectives.
H.2G.2 Identify and apply formulas for surface area and volume of spheres; right solids, including rectangular prisms and pyramids; cones; and cylinders; and compositions thereof. Solve related context-based problems.
H.2G.3 Identify and apply formulas to solve for the missing dimensions of spheres and right solids, including rectangular prisms and pyramids, cones, and cylinders, both numerically and symbolically.

H.3G Geometry: **Transform and analyze figures.**

H.3G.1 Recognize and identify line and rotational symmetry of two-dimensional figures.

H.3G.2 Identify and perform single and composite transformations of geometric figures in a plane, including translations, origin-centered dilations, reflections across either axis or $y = \pm x$, and rotations about the origin in multiples of 90°.

H.3G.3 Apply a scale factor to determine similar two- and three-dimensional figures, are similar. Compare and compute their respective areas and volumes of similar figures.

H.3G.4 Apply slope, distance, and midpoint formulas to solve problems in a coordinate plane.

2009
High School Mathematics
Academic Content Standards

Statistics

It is essential that the high school mathematics content standards be addressed in instructional contexts that promote *problem solving, reasoning and proof, communication, making connections, designing and analyzing representations,* and *reflecting on solutions*. Every student should understand and apply all mathematical concepts and skills from previous grade levels to these standards.

H.1S Data Analysis: **Analyze and interpret empirical data.**

H.1S.1 Given a context, determine appropriate survey methods, analyze the strengths and limitations of a particular survey, observational study, experiment, or simulation, and the display of its data.

H.1S.2 Evaluate data-based reports by considering the source of the data, the design of the study, and the way the data was analyzed and displayed.

H.1S.3 Compare and draw conclusions about two or more data sets using graphical displays or central tendencies and range.

H.1S.4 Use or construct a scatter plot for a given data set, determine whether there is a (n) linear, quadratic, exponential, or no trend. If linear, determine if there is a positive or negative correlation among the data; and, if appropriate, sketch a line of best fit, and use it to make predictions.

H.1S.5 Construct, analyze, and interpret tables, scatter plots, frequency distributions, and histograms of data sets.

H.2S Probability: **Apply basic principles of probability.**

H.2S.1 Identify, analyze, and use experimental and theoretical probability to estimate and calculate the probability of simple events.

H.2S.2 Determine the sample space of a probability experiment.

H.2S.3 Compute and interpret probabilities for independent, dependent, complementary, and compound events using various methods (e.g., diagrams, tables, area models, and counting techniques).

National Council of Teachers of Mathematics (NCTM) Process Standards: Definitions and Alignment to the *Apply Math* Essential Skill

NCTM has described process standards which facilitate the acquisition of mathematics content knowledge. These process standards: *problem solving, reasoning, communication, making connections*, and *designing and analyzing representations,* are essential to the implementation of the high school mathematics standards. They should be part of the instruction and assessment of the content standards. In addition, the NCTM recommends students reflect on their solutions. The table below defines the process standards and demonstrates their alignment to Oregon's "Apply Math" essential skill.

NCTM Process Standard	Definition	Alignment to the Oregon *Apply Math* Essential Skill
Problem Solving	Build new mathematical knowledge through problem solving. Solve problems that arise in mathematics and in other contexts. Apply and adapt a variety of appropriate strategies to solve problems. Monitor and reflect on the process of mathematical problem solving.	Interpret a situation and apply workable mathematical concepts and strategies using appropriate technologies where applicable.
Reasoning and Proof	Recognize reasoning and proof as fundamental aspects of mathematics. Make and investigate mathematical conjectures. Develop and evaluate mathematical arguments and proofs. Select and use various types of reasoning and methods of proof.	Communicate and defend the verified process and solution using pictures, symbols, models, narrative, or other methods.
Communication	Organize and consolidate mathematical thinking through communication. Communicate mathematical thinking coherently and clearly to peers, teachers, and others. Analyze and evaluate the mathematical thinking and strategies of others. Use the language of mathematics to express mathematical ideas precisely.	Communicate and defend the verified process and solution using pictures, symbols, models, narrative, or other methods.

NCTM Process Standard	Definition	Alignment to the Oregon *Apply Math* Essential Skill
Connections	Recognize and use connections among mathematical ideas. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole. Recognize and apply mathematics in contexts outside of mathematics.	Interpret a situation and apply workable mathematical concepts and strategies using appropriate technologies where applicable.
Representation	Create and use representations to organize, record, and communicate mathematical ideas. Select, apply, and translate among mathematical representations to solve problems. Use representations to model and interpret physical, social, and mathematical phenomena.	Produce evidence such as graphs, data, or mathematical models to obtain and verify a solution.

In addition to the processes defined above, high school students in Oregon will also be expected to:

Additional Expectation	NCTM Definition	Alignment to the Oregon *Apply Math* Essential Skill
Reflect on one's solution	Interpret a solution within the context of a problem Check the reasonableness of solutions Justify or validate a solution Generalize a solution	Communicate and defend the verified process and solution using pictures, symbols, models, narrative, or other methods. Produce evidence such as graphs, data, or mathematical models to obtain and verify a solution.

Appendix B.2

Revision and Adoption Schedule for Oregon's Academic Content Standards

Content Area	Most Recent Adoption Date	Next Anticipated Adoption Date *
English Language Arts	June 2002 (Kindergarten – 3) January 2003 (4 – 8 and High School)	2012
English Language Proficiency	June 2004	2013
Mathematics	December 2007 (Kindergarten – 8) June 2009 (High School)	2016
Science	February 2009	2016
Social Sciences	April 2001	2010
The Arts	October 2004	2011
Second Language	June 2005	2010
Physical Education	September 2001	2013
Health Education	February 2005	2013

ORS 329.045 Revision of Common Curriculum Goals including Essential Learning Skills, and academic content standards

(1) In order to achieve the goals contained in ORS 329.025, the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals, performance indicators and diploma requirements. This includes Essential Learning Skills and rigorous academic content standards in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages. School districts and public charter schools shall maintain control over course content, format, materials and teaching methods. The regular review shall involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.

(2) The State Board of Education shall continually review and revise all adopted academic content standards necessary for students to successfully transition to the next phase of their education.

* The review and revision of standards is typically an 18 month process. The year listed in this column represents the end of the process when standards are officially adopted by the State Board of Education. Please note that these dates are subject to change.

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

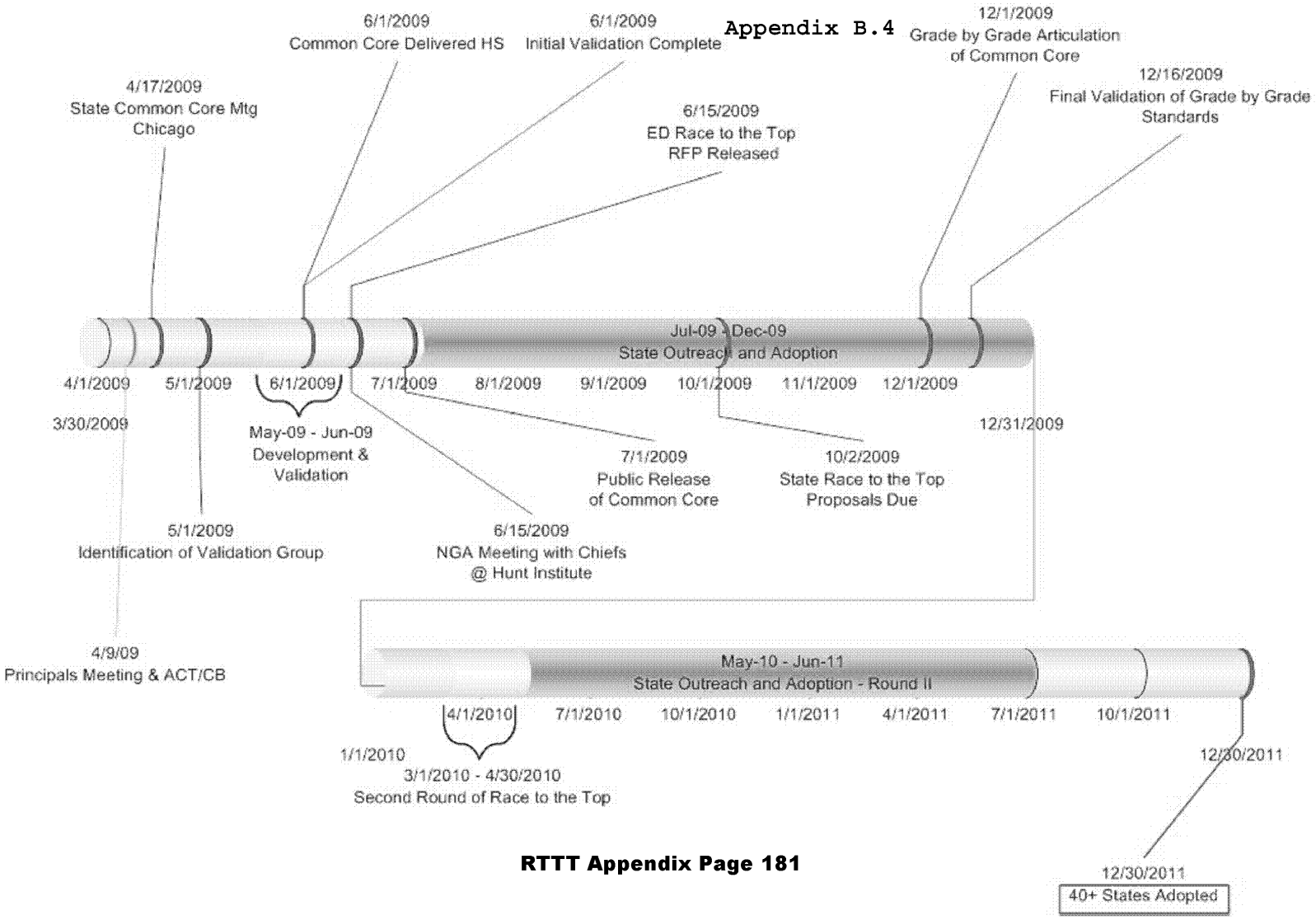
- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures
Governor: **Theodore R. Kulongoski, Governor, State of Oregon**
Chief State School Officer: **Susan Castillo, Superintendent of Public Instruction, State of Oregon**

Appendix B.4


6/1/2009
Common Core Delivered HS
6/1/2009
Initial Validation Complete
12/1/2009
Grade by Grade Articulation of Common Core
4/17/2009
State Common Core Mtg Chicago
12/16/2009
Final Validation of Grade by Grade Standards
6/15/2009
ED Race to the Top RFP Released
Jul-09 - Dec-09
State Outreach and Adoption
4/1/2009
5/1/2009
6/1/2009
7/1/2009
8/1/2009
9/1/2009
10/1/2009
11/1/2009
12/1/2009
3/30/2009
May-09 - Jun-09
Development & Validation
12/31/2009
7/1/2009
Public Release of Common Core
10/2/2009
State Race to the Top Proposals Due
5/1/2009
Identification of Validation Group
6/15/2009
NGA Meeting with Chiefs @ Hunt Institute
4/9/09
Principals Meeting & ACT/CB
May-10 - Jun-11
State Outreach and Adoption - Round II
4/1/2010
7/1/2010
10/1/2010
1/1/2011
4/1/2011
7/1/2011
10/1/2011
1/1/2010
12/30/2011
3/1/2010 - 4/30/2010
Second Round of Race to the Top
12/30/2011
40+ States Adopted

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Draft for Review and Comment

September 21, 2009

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Table of Contents

Introduction
- Core Standards for Reading, Writing, and Speaking and Listening i
- Student Practices in Reading, Writing, and Speaking and Listening iii
- Introductory Evidence Statement for Reading, Writing, and Speaking and Listening Standards v
- How to Read the Document vii

Core Standards for Reading Informational and Literary Texts
- Standards for the Range and Content of Student Reading 1-A
- Standards for Student Performance 1-B

Core Standards for Writing
- Standards for the Range and Content of Student Writing 2-A
- Standards for Student Performance 2-B

Core Standards for Speaking and Listening
- Standards for the Range and Content of Student Speaking and Listening 3-A
- Standards for Student Performance 3-B

Applications of the Core
- Application of the Core: Research 4-A
- Application of the Core: Media 4-B

Illustrative Texts: Exemplars of Reading Text Complexity
- Introduction 5
- Illustrative Texts with Annotations 6

~~Illustrative Student Writing Samples~~ - Coming in next draft
- ~~Introduction~~
- ~~Student Writing Samples with Annotations~~

Sample of Works Consulted 31

Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the "premises"—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

* * *

Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

   Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

   Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. *They respond to the varying demands of audience, task, purpose, and discipline.*

   Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. *They comprehend as well as critique.*

   Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is

saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

5. *They privilege evidence.*

   Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

6. *They care about precision.*

   Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. *They craft and look for structure.*

   Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. *They use technology strategically and capably.*

   Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Introductory Evidence Statement for Reading, Writing, and Speaking and Listening Standards

To develop college- and career-ready standards for Reading, Writing, and Speaking and Listening that are rigorous, relevant, and internationally benchmarked, the work group consulted evidence from a wide array of sources. These included standards documents from high-performing states and nations; student performance data (including assessment scores and college grades); academic research; frameworks for assessments, such as NAEP; and results of surveys of postsecondary instructors and employers regarding what is most important for college and career readiness.

The evidence strongly suggests that similar reading, writing, speaking, and listening skills are necessary for success in both college and the workplace. A review of the standards of high-performing nations also suggests that many of these skills are already required in secondary schools internationally. The work group has endeavored to articulate these skills in the Core Standards, focusing educators, students, parents, and resources on what matters most.

Given that a set of standards cannot be simplistically "derived" from any body of evidence, the work group sometimes relied on reasoned judgment to interpret where the evidence was most compelling. For example, there is not a consensus among college faculty about the need for incoming students to be able to comprehend graphs, charts, and tables and to integrate information in these data displays with the information in the accompanying text. Although some evidence suggests that this skill is critical in the workplace and in some entry-level courses, college faculties from the various disciplines disagree on its value (with science and economics faculty rating it more highly than English and humanities professors do). The work group ultimately included a standard on the integration of text and data because the preponderance of the evidence suggests the skill's importance in meeting the demands of the twenty-first-century workplace and some college classrooms.

In most cases, the evidence is clearer. In writing, for example, there is unequivocal value placed on the logical progression of ideas. The expectation that high school graduates will be able to produce writing that is logical and coherent is found throughout the standards of top-performing countries and states. This ability is also valued highly by college faculty and employers. In response to such clear evidence, the work group included Writing student performance standard #5: "Create a logical progression of ideas or events, and convey the relationships among them."

A bibliography of some of the sources the work group drew upon most is included at the end of this document. The reader should also refer to the Core Standards Web site (http://www.corestandards.org), which contains a list of standards linked to relevant sources of evidence.

Finally, while the standards reflect the best evidence available to date, the decisions the work group made are necessarily provisional. The core should be reexamined periodically as additional research on college and career readiness emerges. Indeed, this document may serve as an agenda for such research.

How to Read the Document

This document is divided into three main sections: strands, applications, and supporting materials.

Strands

There are three *strands*: Reading, Writing, and Speaking and Listening. Although each strand is presented discretely for ease of understanding, the document should be considered a coherent whole.

The three strands are each in turn divided into two sections: S*tandards for Range and Content* and S*tandards for Student Performance*.

Standards for Range and Content

The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.

Standards for Student Performance

The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, speaking, and listening must have no later than the end of high school.

Applications

The clearest examples of the integrated nature of communication are the *Applications of the Core* for Research and Media. The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks, such as research and media. Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes the Research and Media applications that draw upon standards already in those strands. This both reaffirms the centrality of the core processes of reading, writing, speaking, and listening and shows how those processes can be combined and extended to describe key communicative acts in the classroom and workplace.

In the Research and Media applications, specific Reading, Writing, and Speaking and Listening standards are identified with a letter or letters corresponding to the relevant strand (R for Reading, W for Writing, and S&L for Speaking and Listening) and a number or letter corresponding to the statement within that strand. For example, R-14 refers to the fourteenth statement in the Standards for Student

Performance in Reading, and W-A refers to the first statement of the Standards for Range and Content in Writing.

Supporting Materials: Reading and Writing Exemplars
Reading and Writing exemplars, and their accompanying annotations, are used to lend further specificity to the standards.

Reading Exemplars
The Reading exemplars, representing a range of subject areas, time periods, cultures, and formats, illustrate the level of text complexity students ready for college and careers must be able to handle on their own. The exemplars are mostly excerpts or representations of larger works. To be truly college and career ready, students must be able to handle full texts—poems, short stories, novels, technical manuals, research reports, and the like. Annotations accompanying the exemplars explain how each text meets the criterion of high text complexity. The annotations also provide brief performance examples that further clarify the meaning and application of the standards.

~~Writing Exemplars~~ - Coming in the next draft
~~The Writing exemplars are authentic samples of student writing created across the nation under a variety of conditions and for a variety of purposes and audiences. Annotations accompanying the exemplars indicate how these samples meet the Standards for Student Performance in Writing.~~

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

A. **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.

B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.

C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.

D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

> ***Literature:*** Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.
>
> ***Informational Text:*** Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.
>
> ***Multimedia Sources:*** Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

E. **Quantity***:* Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.

Note: *The essential role of independence in college and career readiness:* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page.* They are meant to apply to fiction and nonfiction. For example:

- "Determine when, where, and why events unfold" applies to plot and setting in literature as well as the sequence of a scientific procedure.
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts.

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. **Purpose:**

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. **Situation:**

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.

E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.

C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

Note: "Style appropriate to the topic, purpose, and audience" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.

Application of the Core: Research

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as research. This section shows how standards in the core incorporate the skills of research.

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. The ability to conduct research independently and effectively plays a fundamental role in gaining knowledge and insight in college and the workplace.

Research as described here is not limited to the formal, extended research paper nor simply to gathering information from books; rather, research encompasses a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from a wide range of print and digital sources, such as historical archives and online interviews. With well-developed research skills, students have the tools to engage in sustained inquiry as well as the sort of short, focused research projects that typify many assignments in college and the workplace.

Research in the digital age offers new possibilities as well as new or heightened challenges. While the Internet provides ready access to unprecedented amounts of primary and secondary source material (such as oral histories, historical documents, maps, and scientific reports), students sorting through this wealth of data must be skilled at and vigilant in determining the origin and credibility of these sources.

The following Core Standards pertain to elements of the research process and particular research skills required for college and career readiness:

Formulate research questions:

- Establish and refine a topic or thesis that addresses the specific task and audience. (W-1)
- Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16)

Gather and evaluate relevant information from a range of sources:

- Gather the information needed to build an argument, provide an explanation or address a research question. (W-2)
- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Analyze research sources:

- Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)
- Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15)
- Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. (W-18)

Report findings:

- Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17)
- Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14)
- Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15)
- Present information, findings, and supporting evidence, clearly and concisely. (S&L-2)
- Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4)
- Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10)

Application of the Core: Media

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as media analysis and creation. This section shows how standards in the core apply to media.

Rapidly evolving technologies are powerful tools—but only for those who have the skills to put them to work. As the capability of the technology grows, students' command of these skills must only increase.

At the core of media mastery are the same fundamental capacities as are required offline in traditional print forms: an ability to access, understand, and evaluate complex materials and messages and to produce clear, effective communications. Media mastery does, however, call upon students to apply these core skills in new ways and contexts. Media enable students to communicate quickly with a large, often unknown, and broadly diverse audience. Whereas in the past, students may have had days or weeks to digest new information and formulate a response, the online environment pushes students to exercise judgment and present their responses in a matter of minutes.

Speed is not the only new factor. In the electronic world, reading, writing, speaking, and listening are uniquely intertwined. Multimedia forms force students to engage with constantly changing combinations of elements, such as graphics, images, hyperlinks, and embedded video and audio. The technology itself is changing quickly, creating new urgency for adaptation and flexibility on the part of students.

The following Core Standards describe the particular reading, writing, speaking, and listening skills that students will need in order to use media effectively in college and careers:

Standards for Range and Content drawn from each strand

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]

Technology and Collaboration: Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]

Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audiences. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]

Standards for Student Performance drawn from each strand

Gather information from a wide array of electronic sources and multimedia:

- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)

Evaluate information from digital media:

- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Create and distribute media communications:

- Use technology as a tool to produce, edit, and distribute writing. (W-12)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3)

Illustrative Texts

Exemplars of Reading Text Complexity

As described in the Standards for the Range and Content of Student Reading, college- and career-ready students must be able to read texts of sufficient complexity on their own. Studies show that many students who are unable to read sufficiently challenging texts independently by the end of high school struggle with the reading demands of college; many twenty-first-century careers likewise demand that people be able to obtain, search through, and comprehend large amounts of often technical information.

To develop that ability, students should engage with high-quality texts that provide strong models of thinking and writing, that challenge them intellectually, and that introduce them to rich content, sophisticated vocabulary, and examples of exceptional craft. The reading students do should be broad and deep, allowing them to extend their knowledge of particular subjects as well as learn about the features of texts written for different disciplines, audiences, and purposes. While no sampling can do justice to the numerous ways in which different authors craft complex prose, as a collection the exemplar texts below illustrate the level of complexity that college- and career-ready students should be able to handle independently by the end of high school. Texts in translation have not been included in this draft but will be part of future drafts.

How Text Complexity was Determined

In addition to surveys of required reading in twelfth grade and the first year of college as well as consultations with experts, two leading measurement systems were used to help make the selections below. The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, which is the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text.

The two methods described above have limitations. The complexity of poems (such as "O Captain! My Captain!") cannot be assessed by Coh-Metrix because poetry adheres to different rules of construction than does prose. Similarly, while individual stories in the sample *New York Times* front pages can be measured for complexity by Coh-Metrix, the method does not capture how the electronic environment enhances or detracts from readability. However, for those exemplar texts whose complexity could be measured by both systems, comparable results were yielded by Coh-Metrix and the Chall method.

Note: The samples of complex text are supplemented by brief performance examples that further clarify the meaning of the standards. These illustrate specifically the application of the performance standards to texts of sufficient complexity, quality, and range. Relevant standards are noted in brackets following each sample performance.

Notes on Illustrative Text #1

Pride and Prejudice by Jane Austen

Jane Austen's *Pride and Prejudice* is a sophisticated literary text featuring multiple plotlines, a style and word choice reflective of its time period and setting, and subtle relationships among characters; the excerpt here can only illustrate some of the complexities that readers of the full work will encounter. The novel's opening sentence—"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife"—signals that today's readers will need to employ literary imagination and historical context to re-create for themselves a world largely in the past. The novel's style is elaborate, with many lengthy and, to the modern ear, formal-sounding sentences typical of the period during which the novel was written. While the dialogue is less formal than much of the surrounding text, words and phrases such as *let* (to mean "rent" or "lease") and *chaise and four* (referring to a type of carriage) mark the novel's setting. The excerpt suggests also the kind of close reading of the subtleties of character that readers must perform. The banter between Mr. and Mrs. Bennet reveals both affection and difference of opinion, and it offers clues to the mores of well-to-do English society in the early nineteenth century.

Sample performance aligned with the Core Standards

Students analyze the first impressions given of Mr. and Mrs. Bennet in the first chapter of *Pride and Prejudice* based on how the characters are described, what they say and do, and how they interact. Students compare these first impressions with their later understanding based on how the characters develop throughout the novel. [R-6]

Illustrative Text #1

from *Pride and Prejudice*

Chapter 1

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be any thing extraordinary now. When a woman has five grown-up daughters she ought to give over thinking of her own beauty."

"In such cases a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no new-comers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chuses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least."

"Ah! you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develope. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Notes on Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

Though poetry's complexity cannot be assessed by the measures of readability used for the prose exemplars, "O Captain! My Captain!" by Walt Whitman clearly has many of the features of complex texts listed in the Standards for the Range and Content of Student Reading. Modern readers must work to understand what would have been obvious to readers in 1865: "O Captain! My Captain!" is an extended-metaphor poem intended to convey Whitman's and the North's grief over the assassination of Abraham Lincoln so near the conclusion of hostilities in the Civil War. Every element in the poem stands for something else, with the captain representing Lincoln, the ship representing the Union (or the "ship of state"), the voyage representing the war, and so on. Historical context, along with skill in reading literature, is thus particularly important to interpreting this text.

Sample performance aligned with the Core Standards

Students apply knowledge gained from reading the *New York Times* articles on Lincoln's assassination to their understanding of the poem "O Captain! My Captain!" Specifically, students draw on the description of the crowd's response to the attack on Lincoln to inform their understanding of Whitman's poem. [R-17]

Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning,
Here, Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip, the victor ship comes in with object won;
Exult, O shores, and ring O bells!
But I with mournful tread
Walk the deck my Captain lies,
Fallen cold and dead.

Notes on Illustrative Text #3

The front page of the *New York Times*, April 15, 1865

The challenge posed to a modern reader by the front page of the *New York Times* on April 15, 1865, is significant in terms of format, timeliness, and point of view. Unlike the graphically heavy front page of modern newspapers, this 1865 *New York Times* front page is mostly uninterrupted columns of text. The reader is obviously expected to proceed from top to bottom and left to right across the page, but little other guidance is provided. Because the assassination of Lincoln was still "breaking news" as this edition of the *Times* would have gone to press, some details of the event would have not yet been known; readers will have to sort out what they know about the assassination from what the people reading the paper on that Saturday morning would just have been learning. Three accounts of the events rather than one are provided here, and the sourcing and tone vary greatly. Certain details found in one place are contradicted in another: the "Detail of the Occurrence," for example, suggests that Lincoln may not have been mortally wounded, but the main headline in the top left-hand corner of the page states "No Hopes Entertained of His Recovery." While the first two accounts aim at a certain objectivity, the third begins with a flourish that may surprise readers more used to a restrained style of journalism: "A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theatre a half hour ago that the President had been shot."

Sample performance aligned with the Core Standards

Students analyze how the three different accounts on the front page portray Lincoln's assassination, including which details are similar or different. [R-15]

Illustrative Text #3: The front page of the *New York Times*, April 15, 1865

http://timesmachine.nytimes.com/browser/1865/04/15/P1

The New-York Times.

VOL. XIV.....NO. 4290. NEW-YORK, SATURDAY, APRIL 15, 1865. PRICE FOUR CENTS

AWFUL EVENT.

President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last Night.

THE ACT OF A DESPERATE REBEL

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of Secretary Seward.

DETAILS OF THE DREADFUL TRAGEDY.

[OFFICIAL.]

War Department, Washington, April 15- 1:30 A.M.

Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theater, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathbum, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theater.

EUROPEAN NEWS.

TWO DAYS LATER BY THE EUROPA.

The Insult to Our Cruisers by Portugal.

The American Minister at Lisbon Demands Satisfaction.

Dismissal of the Commander of Fort Belan Requested.

Further Advances in Five-Twenties.

FINANCIAL AND COMMERCIAL.

ANOTHER ACCOUNT.

Special Dispatch to the New-York Times.

Washington, Friday, April 14, 11:15 P.M.

A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theater a half hour ago that the President had been shot. It flew everywhere in five minutes, and set five thousand people in swift and excited motion on the instant.

DETAIL OF THE OCCURRENCE.

Washington, Friday, April 14- 12:30 A.M.

The President was shot in a theater tonight, and is, perhaps, mortally wounded. Secretary Seward was also assassinated.

SECOND DISPATCH.

Washington, Friday, April 14. President Lincoln and wife, with other friends, this evening visited Ford's Theater for the purpose of witnessing the performance of the "American Cousin."

Notes on Illustrative Text #4

The Declaration of Independence

The Declaration of Independence represents the kind of rich primary source material students should be able to read on their own by the end of high school. Though some of the lines ("We hold these truths . . .") are familiar to most American readers, the case against Great Britain that the Declaration lays out, expressed in elevated, sometimes archaic language (*unalienable*, *hath*, *usurpations*), requires careful examination to follow in its particulars. The beginning of the document, excerpted here, poses a reading challenge partly because of its philosophical abstractness. The first three sentences, although formally divided, are one continuous list of propositions ("truths") about the nature of government and the rights of the people. Further complicating the reading is that there is little explicit cohesion between sentences—links supplied by words and phrases such as "for example," "moreover," or "in addition"—to help readers understand the relationship between the ideas being expressed.

Sample performance aligned with the Core Standards

Students compare the argument that the Declaration makes justifying revolution to Martin Luther King, Jr.'s defense of civil disobedience in *Letter from Birmingham Jail.* [R-15]

Illustrative Text #4

from The Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new guards for their future security. —Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Notes on Illustrative Text #5

Letter from Birmingham Jail by Martin Luther King, Jr.

Martin Luther King, Jr.'s, *Letter from Birmingham Jail* presents many challenges to the reader in terms of its format, purpose, tone, use of allusions, and language. Apart from letters to the editor (most of which are relatively short), public letters such as King's are uncommon today. The purpose of the text may also be confusing: King is ostensibly addressing his "Fellow Clergymen," but skilled readers will reasonably infer that King's message is intended for a broader audience. Though the tone of the text is measured, King's passion for his cause comes through. The author frequently points outside the *Letter* itself through allusions to other texts, including the Hebrew and Christian scriptures. Moreover, King uses sophisticated vocabulary (*cognizant*, *mutuality*, *provincial*, *gainsaying*) and figurative language (*garment of destiny*) throughout his text. However, the piece is both coherent in that its sequence is signaled ("While confined here . . . But more basically . . . Moreover, I am cognizant . . .") and cohesive in that its clauses and sentences are logically linked for the reader ("Just as the prophets . . . and just as the Apostle Paul . . . so am I compelled . . .").

Sample performance aligned with the Core Standards

Students evaluate the reasoning and rhetoric of the three very different arguments King makes to defend his being in Birmingham. Students assess the different kinds of evidence he uses to support each argument. [R-14]

Illustrative Text #5

from *Letter from Birmingham Jail**

License granted by Intellectual Properties Management, Atlanta, Georgia, as exclusive licensor of the King Estate.

My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here In Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I. compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

*As reprinted in *Why We Can't Wait* by King, Jr., M. L. (2000). New York City: Signet Classics.

Notes on Illustrative Text #6

Toni Morrison's Nobel lecture, 1993

Toni Morrison's Nobel lecture, though originally delivered orally, can be read on the page as a complex work of analysis and criticism. Its structure, syntax, imagery, language, and density of ideas contribute to the challenge of studying it in this manner. As this excerpt shows, Morrison begins with a folktale. While the "once upon a time" opening may lead readers into thinking that the lecture will primarily be in narrative form, Morrison uses the tale mainly as a springboard for an abstract, allegorical discussion of language, writing, and those who have no voice in society. Morrison often employs sophisticated sentences that require patience and concentration to follow. Readers may recognize places where Morrison varies sentence patterns to change pace and rhythm—particularly important to the oral delivery of the text. The images Morrison creates are powerful and poetic, the diction is elevated and academic, and the word choice is metaphorical and unconventional: "Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago." The richness and abstractness of the ideas in the lecture mean that rereadings may be necessary to comprehend and evaluate the ideas fully.

Sample performance aligned with the Core Standards

Students determine what Morrison means when she compares language to "a bird in the hand," including the different connotations of this phrase that she develops throughout the lecture. Students also explore what Morrison means by saying that both the bird and language can be "dead or alive." [R-7]

Illustrative Text #6

from Toni Morrison's Nobel lecture, 1993

Copyright © The Nobel Foundation 1993. Reprinted by permission.

"Once upon a time there was an old woman. Blind but wise." Or was it an old man? A guru, perhaps. Or a griot soothing restless children. I have heard this story, or one exactly like it, in the lore of several cultures.

"Once upon a time there was an old woman. Blind. Wise."

In the version I know the woman is the daughter of slaves, black, American, and lives alone in a small house outside of town. Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away; to the city where the intelligence of rural prophets is the source of much amusement.

One day the woman is visited by some young people who seem to be bent on disproving her clairvoyance and showing her up for the fraud they believe she is. Their plan is simple: they enter her house and ask the one question the answer to which rides solely on her difference from them, a difference they regard as a profound disability: her blindness. They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands. She does not know their color, gender or homeland. She only knows their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision.

Whatever the case, it is your responsibility.

For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from assertions of power to the instrument through which that power is exercised.

Speculation on what (other than its own frail body) that bird-in-the-hand might signify has always been attractive to me, but especially so now thinking, as I have been, about the work I do that has brought me to this company. So I choose to read the bird as language and the woman as a practiced writer. She is worried about how the language she dreams in, given to her at birth, is handled, put into service, even withheld from her for certain nefarious purposes. Being a writer she thinks of language partly as a system, partly as a living thing over which one has control, but mostly as agency—as an act with consequences. So the question the children put to her: "Is it living or dead?" is not unreal because she thinks of language as susceptible to death, erasure; certainly imperiled and salvageable only by an effort of the will. She believes that if the bird in the hands of her visitors is dead the custodians are responsible for the corpse. For her a dead language is not only one no longer spoken or written, it is unyielding language content to admire its own paralysis. Like statist language, censored and censoring. Ruthless in its policing duties, it has no desire or purpose other than maintaining the free range of its own narcotic narcissism, its own exclusivity and dominance. However moribund, it is not without effect for it actively thwarts the intellect, stalls conscience, suppresses human potential. Unreceptive to interrogation, it cannot form or tolerate new ideas, shape other thoughts, tell another story, fill baffling silences. Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago. Yet there it is: dumb, predatory, sentimental. Exciting reverence in schoolchildren, providing shelter for despots, summoning false memories of stability, harmony among the public.

Notes on Illustrative Text #7

Inquiry into Life, 12th edition, by Sylvia S. Mader

These excerpts, and the prominent college-level biology textbook from which they are drawn, represent some of the challenges presented by complex writing in natural science, including discipline-specific terms (*covalent bond*, *plasma membrane*, *neurotransmitter*), everyday language used in specialized ways (*shell*, *channel*), abbreviations (H^+, *AChE*), and chains of cause-effect relationships that together describe sometimes elaborate processes. Although the figures the author, Sylvia S. Mader, refers to in the text are not included with these excerpts, students reading the larger work will have to integrate words, illustrations, and diagrams to make full sense of the ideas and concepts she describes. For these reasons and others, comprehension may be difficult for readers who have not had experience independently reading similar kinds of text and who lack a knowledge base in the subject. The author does employ a number of cohesive features to help readers understand the terminology and to link ideas. She repeats content words to let readers follow the flow of ideas; she sets up contrastive situations to illustrate the ideas (within, for example, the first and the third paragraphs below); and she uses transitional links ("In some synapses . . . In other synapses . . .") to help readers construct meaning.

Sample performance aligned with the Core Standards

Students discern the most important information in the description of covalent bonding and provide an accurate summary of the concept. [R-3]

Illustrative Text #7

from *Inquiry into Life*, 12th edition

Copyright © The McGraw-Hill Companies, Inc.

A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

* * * * * * * *

The passage of salt (NaCl) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2*a*, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed though the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

* * * * * * * *

Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Notes on Illustrative Text #8

Sample business memo (ACT WorkKeys Reading for Information Test)

Though not a typical kind of reading in high school classrooms, the business communication, such as the one sampled here, is a form that career-ready students will need to be able to comprehend independently. This text, taken from ACT's WorkKeys Reading for Information Test, is challenging in large part because, like many such communications, it contains important, detailed information intended for a specialized audience. Structurally, the text offers little guidance on how it should be read. Potentially vital details appear throughout and are mingled with other details irrelevant to some readers (e.g., those without children). Even the paragraphing is somewhat inconsistent, especially between the first and second paragraphs. While the sentences are not particularly long and the language is not overly technical, the density of information and its lack of prioritization make this a complex text.

Sample performance aligned with the Core Standards

Students infer from the memo the conditions under which children who are under nineteen are not covered by the health plan. [R-1]

Illustrative Text #8

Sample business memo

WorkKeys Reading for Information Test has been reproduced with permission of ACT, Inc.

DETERMINING ELIGIBILITY FOR MEDICAL COVERAGE

All full-time employees of the company who work an average of at least 30 hours per week are eligible under this plan. Coverage begins on the first day of the month following the 30 days of active full-time employment. If employees enroll within 31 days of the date they are eligible, medical evidence of good health is not required. Temporary and part-time employees are not eligible. Employees are no longer eligible under this plan one month after the date they begin active duty in the armed forces of any country and continuing for the duration of their service.

If employees enroll their dependents within 31 days of the date they become eligible, medical evidence of good health is not required. If they do not, they will be required to submit evidence of good health for each dependent, at their expense, which is satisfactory to the company.

The following dependents are eligible under this plan: employees' spouses, employees' unmarried children under age 19, employees' unmarried dependent children under age 23 who are attending trade school, college, or university on a full-time basis, or employees' unmarried disabled children age 19 and over. Coverage ceases when spouses or children cease to be dependent upon employees for support. In the case of employees' spouses this is if they are legally separated or divorced. In the case of disabled children, this is when they are no longer disabled. Coverage will cease when dependents have served in the armed forces of any country for more than one month, or when maximum benefits have been paid.

Notes on Illustrative Text #9

FedViews, July 9, 2009, by Mary C. Daly (The Federal Reserve Bank of San Francisco's Web site)

This text illustrates some of the difficulties posed by integrating information gained from words and graphics. This sort of challenge is common in writing designed to inform or explain, including writing in the workplace. The bullet point format used here means that the kind of explicit transitions between ideas typically found in prose are missing; readers will have to infer relationships between the points made by the author, Mary C. Daly, and synthesize the information into a coherent whole. Readers will furthermore have to analyze both the words and the graphics, integrate the information, and check to see whether each source of information supports the other. Daly also uses a great deal of specialized language; the terms *feedback loop*, *credit availability*, and *barriers to credit* all appear in just the first bullet point here.

Sample performance aligned with the Core Standards

Students synthesize information drawn from the text as well as the graphs in order to gain an overarching view of the economy on July 9, 2009. [R-11]

Illustrative Text #9

from FedViews, July 9, 2009

Reprinted from the Federal Reserve Bank of San Francisco's FedViews of July 9, 2009. The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System.

Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.

- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.

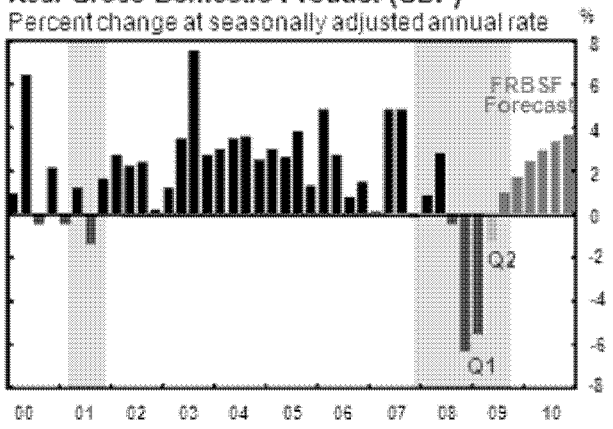
- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.

- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.

Modest recovery to begin in Q3

Real Gross Domestic Product (GDP)

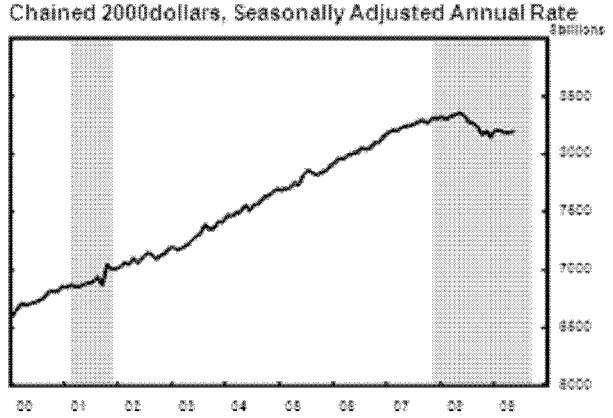
Percent change at seasonally adjusted annual rate



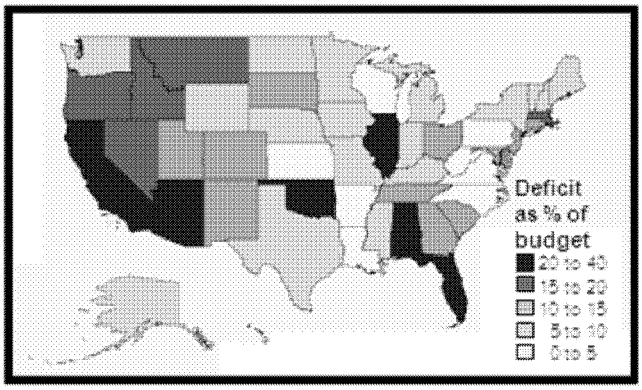
Consumers hanging on

Real Personal Consumption Expenditures

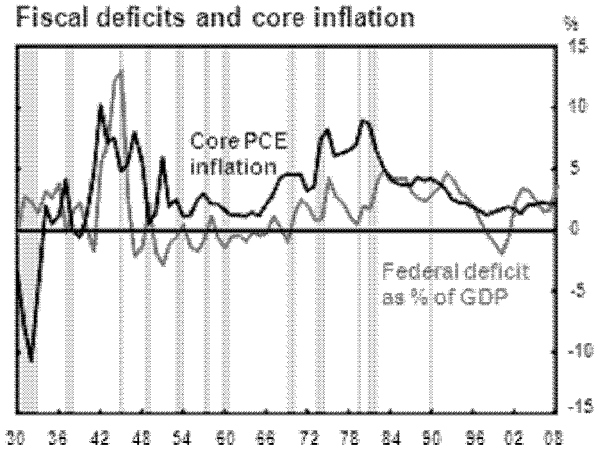
Chained 2000dollars, Seasonally Adjusted Annual Rate



State budget gaps pervasive in 2009



No link between deficits and inflation



Notes on Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

The challenge offered by this online text and others like it is very different from that offered by a complex continuous text in, say, the sciences. The brief passages are not conceptually difficult, the language is not technical or esoteric, and the sentences are not particularly complex. But these characteristics belie the complexity of the reading task. An online text of this kind requires readers to apply their print-reading skills in tandem with their knowledge of how to use online periodicals. The editors and designers have assigned levels of importance to individual stories and images, as measured by their size and position in the layout. The page itself uses words, numbers, icons, and other visual elements (e.g., line, color, and shape) to guide readers further. Headings in various colors direct readers to particular sections (OPINION, MARKETS, HEALTH), while links direct readers to particular stories ("Taliban Talks Are Key Issue in Afghan Vote"). Time markers ("3 minutes ago") help readers assess how new the information in a given story is. The text requires readers to make choices about which links to follow based on their understanding of how online text is typically structured and on a minimum of additional information (e.g., an icon of a camera, a drop-down menu in an ad).

Sample performance aligned with the Core Standards

Students select an article and use search terms and other features of the online text to research a specific aspect of the subject in more depth. [R-12]

Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

From The New York Times, August 18, 2009. The New York Times: All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of the Material without express written permission is prohibited. http://www.nytimes.com

Sample of Works Consulted

I. College Readiness

A. Achieve, Inc. (2004). The American Diploma Project, *Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. (PDF)

B. Achieve, Inc. (2008) *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. Washington, DC: Achieve, Inc. (PDF)

C. ACT. (2009). *ACT College Ready English Standards*. Iowa City, IA: ACT. (PDF)

D. ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (PDF)

E. ACT. (2007). *Aligning Postsecondary Expectations and High School Practice: The Gap Defined (Policy Implications of the ACT National Curriculum Survey Results 2005-2006)*. Iowa City, IA: ACT. (PDF)

F. ACT. (2006). *Reading Between the Lines: What the ACT Reveals about College Readiness in Reading.* Iowa City, IA: ACT. (PDF)

G. ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (PDF)

H. ACT. (2007). *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum.* Iowa City, IA: ACT. (PDF)

I. College Board (2008) *AP English Language and Composition and English Literature and Composition Course Description.* New York, NY: College Board. (PDF)

J. College Board (2009) *AP European History Course Description*, New York, NY: College Board. (PDF)

K. College Board (2009) *AP World History Course Description*, New York, NY: College Board. (PDF)

L. College Board. (2006). *College Board Standards for College Success.* New York, NY: College Board. (PDF)

M. Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research.

N. Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (PDF)

O. Marzano, R.J. and Kendall, J.S. (2007). *The New Taxonomy of Educational Objectives.* Second Edition. Thousand Oaks, CA: Corwin Press.

P. Morreale, S. & Pearson, J. (2008) "Why communication education is important: The centrality of the discipline in the 21st century." *Communication Education*, 57(2), 224-240.

Q. Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board. (PDF)

R. *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (Achieve).

II. Career Readiness

A. Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. (PDF)

B. ACT. (2007). *Aligning Postsecondary Expectations and High School Practice: The Gap Defined (Policy Implications of the ACT National Curriculum Survey Results 2005-2006)*. Iowa City, IA: ACT. (PDF)

C. ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (PDF)

D. ACT. (2007). *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum*. Iowa City, IA: ACT. (PDF)

E. Casner-Lotto, J., Rosenblum, E., and Wright, M., (2009). *The Ill-Prepared Workforce: Exploring the Challenges of Employer-Provided Workforce Readiness Training.* The Conference Board.

F. Florida American Diploma Project Survey Results. (Achieve).

G. Hawai'i Career Ready Study. (2007). Commissioned by the Hawai'i P-20 Initiative.(PDF)

H. *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (PDF)

I. Morreale, S. & Pearson, J. (2008) "Why communication education is important: The centrality of the discipline in the 21st century." *Communication Education*, 57(2), 224-240.

J. National Alliance of Business. (2002).*The American Diploma Project Workplace Study*. Washington, DC.

K. Partnership for 21st Century Skills. (2009). *Framework for 21st Century Learning*. Tucson, AZ.

L. Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (PDF)

M. The Conference Board. (2008). *New Graduates' Workforce*

Readiness.

III. International Documents

A. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003. (PDF)

B. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes,* 2007. (PDF)

C. **British Columbia:** English Literature 12, Integrated Resource Package, 2003. (PDF)

D. **England:** *English Programme of Study for Key stage 4*, 2007. (PDF)

E. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003. (PDF)

F. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (PDF)

G. **Hong Kong:** Hong Kong Examinations and Assessment Authority, 2007 HKCEE English Language, Recommended Texts for the School-Based Assessment Component. (PDF)

H. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level.* (PDF)

I. **Ireland:** Prescribed Material for English in the Leaving Certificate Examination in 2009. (PDF)

J. **New South Wales:** *English Stage 6 Syllabus, 1999.* (PDF)

K. **New South Wales**: 2009-2012 HSC, Prescribed Area of Study, Electives and Texts. (PDF)

L. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007. (PDF)

M. **Singapore:** *English Language Syllabus 2001*. (PDF)

N. **Singapore:** O-Level Literature in English (Syllabus 2015), Prescribed Texts for 2009. (PDF)

O. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2006. (PDF)

P. **Victoria, Australia:** VCE English/ESL Text List 2008-2009, VCE Literature Text List 2008. (PDF)

Q. Achieve, Inc., National Governors Association, Council of Chief State School Officers. (2008). *Benchmarking for Success: Ensuring U.S. Students receive a World Class Education*. Washington, DC. (PDF)

R. Education Commission of the States. (2008). *From Competing to Leading: An International Benchmarking Blueprint*. Denver, CO. (PDF)

S. Education Commission of the States. (2009). *International Benchmarking Toolkit*. Denver, CO. (PDF)

T. Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France. (PDF)

U. Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1.* [see Chapter 6 for reading assessment results] Paris, France. (PDF)

IV. State and Other Standards Documents

A. **California:** *English-Language Arts Content Standards for California Public Schools.* California Department of Education (1997). (PDF)

B. **Florida:** *2006 Sunshine State Standards K-12 Reading and Language Arts.* Florida Department of Education (2006). (PDF)

C. **Georgia:** Georgia ELA Standards (K-12).

D. **Indiana**: Reading List, Grades 9-12. (PDF)

E. **Massachusetts**: *English Language Arts Curriculum Framework.* Massachusetts Department of Education (June 2001). (PDF)

F. **Minnesota:** *Minnesota Academic Standards, Language Arts (K-12),* (2003). (PDF)

G. **Texas:** *Texas College Readiness Standards*, (2008). (PDF)

H. National Council of Teachers of English and the International Reading Association. (1996). *Standards for the English Language Arts.* (PDF)

I. U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. (PDF)

J. U.S. Dept. of Education. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (MS Word Document)

V. Disciplinary Literacy Research

A. Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York. (PDF)

B. Fang, Z., & Schleppegrell, M. J. (2008). *Reading in secondary content areas.* Ann Arbor: University of Michigan Press.

C. Lee, C.D., Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York. (PDF)

D. Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literacy, 43*, 400–410.

E. Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective.* Mahwah, NJ: Lawrence Erlbaum Associates.

F. Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review, 78,* 40–59.

College and Career Readiness Standards for Mathematics

Draft for Review and Comment

September 21, 2009

Contents 1

Introduction 2-4

How Evidence Informed Decisions in Drafting the Standards 5, 6

College and Career Readiness Standards for Mathematics 7-19

- Mathematical Practice 8
- Number 9
- Quantity 10
- Expressions 11
- Equations 12
- Functions 13
- Modeling 14
- Shape 15
- Coordinates 16
- Probability 17
- Statistics 18
- Example Tasks online at www.corestandards.org

Sample of Works Consulted 19-22

Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

- conceptual understanding—comprehension of mathematical concepts, operations, and relations
- procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- strategic competence—ability to formulate, represent, and solve mathematical problems
- adaptive reasoning—capacity for logical thought, reflection, explanation, and justification
- productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

Attend to precision.
Construct viable arguments.
Make sense of complex problems and persevere in solving them.
Look for structure.
Look for and express regularity in repeated reasoning.
Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www.corestandards.org.

College and Career Readiness Standards for Mathematics

Mathematical Practice

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.[a] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[b] Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Practices · Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as $2 + 3$ and the 6 as 2×3. They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x - y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y.[b]

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[b]

6 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

(a) For the importance of students' beliefs about effort, see the National Mathematics Advisory Panel's Report of the Task Group on Learning Processes, p. 4-10 (2008). (b) Cuoco, A., Goldenberg, E. P., and Mark, J., *Journal of Mathematical Behavior*, 15 (4), 375-402, 1996; *Focus in High School Mathematics*. Reston, VA: NCTM, in press; Harel, G., What is Mathematics? A Pedagogical Answer to a Philosophical Question. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics From the Perspective of Mathematicians*, Mathematical Association of America, 2008.

Number

Core Concepts · Students understand that:

A The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line.

B Quantities can be compared using division, yielding rates and ratios.

C A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value.

D Place value and the rules of arithmetic form the foundation for efficient algorithms.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Adding 0 and multiplying by 1 both leave a number unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Subtraction and division are defined in terms of addition and multiplication, so are also governed by these rules.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing an efficient way to name large numbers. Subdividing in a similar way extends this to the decimal system, which provides an address system for locating all real numbers on the number line with arbitrarily high accuracy. Place value is the basis for efficient algorithms, reducing much computation to single-digit arithmetic. Mental computation strategies also make opportunistic use of the rules of arithmetic, as when the product $5\times177\times2$ is computed at a glance to obtain 1770, rather than methodically working from left to right.

An estimate may be more appropriate than an exact value, for example, when you want to know the number of calories in a meal. Often a result is reported using fewer digits than were calculated. A mature number sense includes having rules of thumb about how much accuracy is appropriate and understanding that accuracy to more than a few decimal places often takes substantial effort. Estimation and approximation are also useful in checking calculations.

Rational numbers represented as fractions can be located on the number line by seeing them as numbers expressed in different units; for example, 3/5 is 3 units, where each unit is 1/5. However, rational numbers do not fill out the number line. There are also irrational numbers, such as π or $\sqrt{2}$. Each point on the number line then corresponds to a real number that is either rational or irrational.

Connections to Expressions, Functions and Coordinates. The rules of arithmetic govern the manipulations of expressions and functions. Two perpendicular number lines define the coordinate plane.

Core Skills · Students can and do:

1 Compare numbers and make sense of their magnitude.

Include positive and negative numbers expressed as fractions, decimals, powers, and roots. Limit to square and cube roots. Include very large and very small numbers and the use of scientific notation.

2 Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently.*

3 Use mental strategies and technology to formulate, represent and solve problems.**

4 Solve multi-step problems involving fractions and percentages.

Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on.

5 Use estimation and approximation to solve problems.

Include evaluating answers for their reasonableness, detecting errors, and giving answers to an appropriate level of precision.

* This aligns with the concept of procedural fluency as in the National Research Council report *Adding it up: Helping children learn mathematics.* Specifically, "*Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** This aligns with the concept of strategic competence as described in *Adding it up.* "*Strategic competence* refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

The length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has a value of approximately 186,000 miles per second. But the speed of light need not be expressed in miles per second; it may be approximated by 3×10^8 meters per second or in any other unit of speed. Bare numerical values such as 186,000 do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by land area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be of the same type (length, area, speed, etc.); to add or subtract their values, the quantities must be expressed in the same units. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting. But, even when quantities have the same units it does not always make sense to add them. For example, if a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions, Modeling and Statistics. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using data, equations, functions and modeling.

Core Skills · Students can and do:

1 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same type expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.

2 Use and interpret quantities and units correctly in algebraic formulas.

Include specifying units when defining variables and attending to units when writing expressions and equations.

3 Use and interpret quantities and units correctly in graphs and data displays.

Include function graphs, data tables, scatterplots and other visual displays of dimensioned data.

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rates, such as points per game.

Expressions

Core Concepts · Students understand that:

A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.

B Complex expressions are made up of simpler expressions.

C The rules of arithmetic can be applied to transform an expression without changing its value.

D Rewriting expressions in equivalent forms serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. But rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Algebraic manipulations are based on the conventions of algebraic notation and the rules of arithmetic. Heuristic mnemonic devices are not a substitute for procedural fluency. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the definitions for negative and rational exponents are based on the extension of the exponent laws for positive integers. The laws of exponents connect multiplication of numbers to addition of exponents and thus express the deep relationship between addition and multiplication captured by the parallel nature of the rules of arithmetic for these operations.

Complex expressions are made up of simpler expressions using arithmetic operations and substitution. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions of the variables that appear in them, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions.

For example, recognize: that the expressions $x^4 - y^4$ and $(x + y)^2 - (x - y)^2$ are differences of squares; that there are different ways to rewrite the latter expression, e.g., by expanding and collecting like terms or by factoring as a difference of squares; that p is a common factor in $p + 0.025p$; that an expression in the form $(x - 3)^2 + 14$ reveals its minimum value.

2 Manipulate simple expressions.

Show procedural fluency in the following cases: factoring out common terms; factoring expressions with quadratic structure; writing in standard form sums, differences, and products of polynomials. Include completing the square and rewriting in standard form sums, differences, products, and quotients of simple rational expressions; rewriting expressions with negative exponents and those involving square or cube roots of a single term involving exponents.

3 Define variables and write an expression to represent a quantity in a problem.

Include contextual problems.

4 Interpret an expression that represents a quantity in terms of the context.

Include interpreting parts of an expression, such as terms, factors and coefficients.

Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B The solutions of an equation are the values of the variables that make the resulting numerical statement true.

C The steps in solving an equation are guided by understanding and justified by logical reasoning.

D Equations not solvable in one number system may have solutions in a larger number system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. If the equation is true for all values of the variables, then we call it an identity; identities are often discovered by manipulating one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers).

A formula is a type of equation. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive process.

Inequalities can be solved in much the same way as equations. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables may define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Equations of lines involve coordinates, and converting verbal descriptions to equations is an essential skill in modeling.

Core Skills · Students can and do:

1 Understand a problem and formulate an equation to solve it.

Extend to inequalities and systems.

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. Understand that the quadratic formula comes from completing the square. Include simple absolute value equations solvable by direct inspection and by understanding the interpretation of absolute value as distance.

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

Emphasize graphing the associated equation, using a dashed or solid line as appropriate and shading to indicate the half-plane on which the solutions to the inequality lie.

Functions

Core Concepts · Students understand that:

A A function is a rule, often defined by an expression, that assigns a unique output for every input.

B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.

C Functions model situations where one quantity determines another.

D Common functions occur in families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions model situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's average ground speed in miles per hour, v; the rule $T(v) = 1000/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of possible inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context. The graph of a function is a useful way of visualizing the relationship the function models, and manipulating the expression for a function can throw light on the function's properties.

Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be modeled effectively using a spreadsheet or other technology.

Core Skills · Students can and do:

1 Recognize proportional relationships and solve problems involving rates and ratios.

Include being able to express proportional relationships as functions.

2 Describe the qualitative behavior of common types of functions using graphs and tables.

Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Use technology to explore the effects of parameter changes on the graphs of linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, sine and cosine, absolute value and step functions.

3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; vertex form of quadratic functions to identify symmetry and find maximums and minimums; factored form to find zeros. Use manipulations as described under Expressions.

4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

5 Find and interpret rates of change.

Compute the rate of change of linear functions and make qualitative observations about how the rate of change varies for nonlinear functions.

Modeling

Core Concepts · Students understand that:

A Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems.

B Even very simple models can be useful.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations. One of the insights provided by mathematical modeling is that essentially the same mathematical structure might model seemingly different situations.

The basic modeling cycle is one of (1) identifying the key features of a situation, (2) creating geometric, algebraic or statistical objects that describe key features of the situation, (3) analyzing and performing operations on these objects to draw conclusions and (4) interpreting the results of the mathematics in terms of the original situation. Choices and assumptions are present throughout this cycle.

Connections to Quantity, Equations, Functions, Shape, Coordinates and Statistics. Modeling makes use of shape, data, graphs, equations and functions to represent real-world quantities and situations.

Core Skills · Students can and do:

1 Model numerical situations.

Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get problems started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.

2 Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

3 Model situations with equations and inequalities.

Include situations well described by a linear inequality in two variables or a system of linear inequalities defining a region in the plane.

4 Model situations with common functions.

Include situations well described by linear, quadratic or exponential functions; and situations that can be well described by inverse variation ($f(x) = k/x$). Include identifying a family of functions that models features of a problem, and identifying a particular function of that family and adjusting it to fit by changing parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

5 Model situations using probability and statistics.

Include using simulations to model probabilistic situations; describing the shape of a distribution of values and summarizing a distribution with measures of center and variability; modeling a bivariate relationship using a trend line or a regression line.

6 Interpret the results of applying a model and compare models for a particular situation.

Include realizing that models seldom fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models. Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

Shape

Core Concepts · Students understand that:

A Shapes and their parts, attributes, and measurements can be analyzed deductively.*

B Congruence, similarity, and symmetry can be analyzed using transformations.

C Mathematical shapes model the physical world, resulting in practical applications of geometry.

D Right triangles and the Pythagorean theorem are central to geometry and its applications, including trigonometry.

A Coherent Understanding of Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. Once understood, those attributes and relationships can be applied in diverse practical situations—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality. If the constant of proportionality is one, distances are also preserved (so the transformation is a rigid transformation) and the figures are congruent.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many practical and theoretical situations.

Connections to Coordinates, Functions and Modeling. The Pythagorean theorem is a key link between geometry, measurement and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs and those functions, as well as geometric objects in their own right, can be used to model contextual situations.

*In this document, deductive analysis aligns with the notion of adaptive reasoning as defined in *Adding it Up*, and includes empirical exploration, informal justification, and formal proof.

Core Skills · Students can and do:

1 Use multiple geometric properties to solve problems involving geometric figures.

Properties include: measures of interior angles of a triangle sum to 180°; vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; measures of supplementary angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints; and a line tangent to a circle is perpendicular to the radius meeting it.

2 Prove theorems, test conjectures and identify logical errors.

Include theorems establishing the properties in Core Skill 1 and other theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

3 Construct and interpret representations of geometric objects.

Include classical construction techniques and construction techniques supported by modern technologies. Include moving between two-dimensional representations and the three-dimensional objects they represent, such as in schematics, assembly instructions, perspective drawings and multiple views.

4 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

5 Solve problems involving similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include using the Pythagorean theorem and properties of special right triangles, and applying sine, cosine and tangent to determine lengths and angle measures of right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

Coordinates

Core Concepts · Students understand that:

A Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates.

B Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other.

C The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation?

Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinate values often have units (such as meters and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

2 Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining when two lines are parallel or perpendicular.

Probability

Core Concepts · Students understand that:

A Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence.

B The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.

C The laws of probability govern the calculation of probabilities of combined events.

D Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. This number is generally interpreted as the relative frequency of occurrence of the event over the long run.

The structure of a probability model begins by listing or describing the possible outcomes for a random situation (the sample space) and assigning probabilities based on an assumption about long-run relative frequency. In situations such as flipping a coin, rolling a number cube, or drawing a card, it is reasonable to assume various outcomes are equally likely.

Compound events constructed from these simple ones can be represented by tree diagrams and by frequency or relative frequency tables. The probabilities of compound events can be computed using these representations and by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, approachable through the analysis of two-way tables.

Converting a verbally-stated problem into the symbols and relations of probability requires careful attention to words such as *and*, *or*, *if*, and *all*, and to grammatical constructions that reflect logical connections. This is especially true when applying probability models to real-world problems, where simplifying assumptions are also usually necessary in order to gain at least an approximate solution.

Connections to Statistics and Expressions. Probability is the foundation for drawing valid conclusions from sampling or experimental data. Counting has an advanced connection with Expressions through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

1 Compute theoretical probabilities by systematically counting points in the sample space.

Make use of symmetry and equally likely outcomes. Include permutation and combination problems as long as small numbers are involved or technology is used, so that formulas are not required.

2 Interpret probabilities of compound events using concepts of independence and conditional probability.

Include reading conditional probabilities from two-way tables.

3 Compute probabilities of compound events.

Make use of the additive and multiplicative laws of probability, tree diagrams and frequency or relative frequency tables in real contexts. Do not emphasize fluency with the related formulas

4 Estimate probabilities empirically.

Include using data from simulations carried out with technology to estimate probabilities.

5 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus short-run behavior of relative frequencies (the law of large numbers). Include attention to the use and misuse of probability in the media, especially in terms of interpreting charts and tables and in the contextual meaning of terms connected to probability, such as 'odds' or 'risk.'

6 Adapt probability models to solve real-world problems.

Include the use of conditional probability to assess subsets of data (e.g., what does the data say about males and females separately). Include the use of independence as a simplifying assumption (e.g., find the probability that two students both contract the disease this year).

Statistics

Core Concepts · Students understand that:

A Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.

B Visual displays and summary statistics condense the information in data sets into usable knowledge.

C Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.

D The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

A Coherent Understanding of Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. Statistics provides tools for describing variability in data and for making informed decisions that take variability into account.

Data are gathered, displayed, summarized, examined and interpreted to discover patterns. Data can be summarized by a statistic measuring center, such as mean or median, and a statistic measuring spread, such as interquartile range or standard deviation. Different distributions can be compared numerically using these statistics or visually using plots. Which statistics to compare, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance and this can be evaluated only under the condition of randomness.

In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were collected, and the analyses employed as well as the data summaries and the conclusions drawn.

Connections to Probability, Functions and Modeling. Valid conclusions about a population depend on designed simulations or other statistical studies using random sampling or assignment and rely on probability for their interpretation. Functional models may be used to approximate data. If the data are approximately linear, the relationship may be modeled with a trend line and the strength and direction of such a relationship may be expressed through a correlation coefficient. Technology facilitates the study of statistics by making it possible to simulate many possible outcomes in a short amount of time, and by generating plots, function models, trend lines and correlation coefficients.

Core Skills · Students can and do:

1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.

Include determining whether a question can best be addressed through a sample survey, randomized experiment or observational study. Include unbiased selection for a sample and randomization of assignment to treatment for an experiment.

2 Use appropriate displays and summary statistics for data.

Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of displays and measures of center and spread to summarize data.

3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Include paying attention to the context of the data, interpolating or extrapolating judiciously, and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution. Include observing and interpreting linear trends in bivariate quantitative data.

4 Draw statistical conclusions involving population means or proportions using sample data.

Conclusions should be based on simulations or other informal techniques, rather than formulas.

5 Evaluate reports based on data.

Include looking for bias or flaws in the way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

Sample of Works Consulted

I. National Reports and Recommendations

A. *Adding it Up: Helping Children Learn Mathematics*. National Council of Teachers of Mathematics, Mathematics Learning Study Committee, 2001.

B. *Crossroads in Mathematics*, 1995 and *Beyond Crossroads, 2006*. American Mathematical Association of Two-Year Colleges (AMATYC).

C. *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*. National Council of Teachers of Mathematics, 2006.

D. *Foundations for Success: Final Report of the National Mathematics Advisory Panel* (NMAP), 2008.

E. *Guidelines for Assessment and Instruction in Statistics Education (GAISE) project* http://www.amstat.org/education/gaise/.

F. *Habits of Mind: An Organizing Principle for a Mathematics Curriculum*. Cuoco, A. , Goldenberg, E. P., and Mark, J. (1996). Journal of Mathematical Behavior, 15 (4), 375-402. Last retrieved July 15, 2009, from http://www2.edc.org/CME/showcase/HabitsOfMind.pdf.

G. *How People Learn: Brain, Mind, Experience, and School.* Bransford, J.D., A.L. Brown and R.R. Cocking, eds.. Committee on Developments in the Science of Learning, Commission on Behavioral and Social Sciences and Education, National Research Council, 1999.

H. *Mathematics and Democracy, The Case for Quantitative Literacy*, edited by Lynn Arthur Steen. National Council on Education and the Disciplines, 2001.

I. *The Opportunity Equation: Transforming Mathematics and Science Education for Citizenship and the Global Economy*. The Carnegie Corporation of New York and the Institute for Advanced Study, 2009. Online: http://www.opportunityequation.org/

J. *Principles and Standards for School Mathematics*. National Council of Teachers of Mathematics, 2000.

K. *Quantitative Literacy and Mathematical Competencies*. Niss, Mogen. Last retrieved July 15, 2009, from http://www.maa.org/Ql/pgs215_220.pdf

L. *A Research Companion to Principles and Standards for School Mathematics*. National Council of Teachers of Mathematics, 2003.

M. *Focus in High School Mathematics*: *Reasoning and Sense Making*. National Council of Teachers of Mathematics. Reston, VA: NCTM, in press.

N. *What is Mathematics? A Pedagogical Answer to a Philosophical Question.* Harel, G.. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics from the Perspective of Mathematicians*, Mathematical Association of America, 2008.

O. Blum, W., Galbraith, P. L., Henn, H-W. and Niss, M. (Eds) *Applications and Modeling in Mathematics Education*, ICMI Study 14. Amsterdam: Springer.

II. College Readiness

A. ACT College Readiness Benchmarks™ last retrieved July 14, 2009, from http://www.act.org/research/policymakers/pdf/benchmarks.pdf

B. ACT College Readiness Standards™

C. ACT National Curriculum Survey™

D. Adelman, Cliff. *The Toolbox Revisited: Paths to Degree Completion From High School Through College*, 2006. http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/index.html

E. *Advanced Placement Calculus, Statistics and Computer Science Course Descriptions. May 2009, May 2010.* College Board, 2008.

F. *Aligning Postsecondary Expectations and High School Practice: The Gap Defined* (Policy Implications of the ACT National Curriculum Survey Results 2005-2006). Last retrieved July 14, 2009, from www.act.org/research/policymakers/pdf/NCSPolicyBrief.pdf

G. *Condition of Education, 2004: Indicator 30, Top 30 Postsecondary Courses, U.S. Department of Education,* 2004.

H. *Condition of Education, 2007: High School Course-Taking*. U.S. Department of Education, 2007.

I. Conley, D.T. *Knowledge and Skills for University Success*, 2008.

J. Conley, D.T. *Toward a More Comprehensive Conception of College Readiness*, 2007.

K. *Crisis at the Core: Preparing All Students for College and Work.* ACT, Last retrieved July 14, 2009, from www.act.org/research/policymakers/pdf/crisis_report.pdf

L. Achieve, Inc., Florida Postsecondary Survey, 2008.

M. Golfin, Peggy, et. al. CNA Corporation. *Strengthening Mathematics at the Postsecondary Level: Literature Review and Analysis*, 2005.

N. Camara, W.J., Shaw, E., and Patterson, B. (June 13, 2009). First Year English and Math College Coursework. College Board: New York, NY (Available from authors).

O. CLEP Precalculus Curriculum Survey: Summary of Results. The College Board, 2005.

P. College Board Standards for College Success: Mathematics and Statistics. College Board, 2006. http://www.collegeboard.com/prod_downloads/about/association/academic/mathematics-statistics_cbscs.pdf.

Q. Miller, G.E., Twing, J., and Meyers, J. "Higher Education Readiness Component (HERC) Correlation Study." Austin, TX: Pearson.

R. *On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College and Work.* ACT. Last retrieved July 14, 2009, from www.act.org/research/policymakers/pdf/success_report.pdf

S. *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. Achieve, 2008.

T. *Ready for College and Ready for Work: Same or Different?* ACT. Last retrieved July 14, 2009, from www.act.org/research/policymakers/pdf/ReadinessBrief.pdf

U. *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, 2004. http://www.achieve.org/ReadyorNot

V. Rigor at Risk: Reaffirming Quality in the High School Core Curriculum. ACT, Last retrieved July 14, 2009, from www.act.org/research/policymakers/pdf/rigor_report.pdf

W. *The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School.* ACT, Last retrieved July 14, 2009, from http://www.act.org/research/policymakers/reports/ForgottenMiddle.html

X. Achieve, Inc., Virginia Postsecondary Survey, 2004.

III. Career Readiness

A. ACT Job Skill Comparison Charts

B. Achieve's Mathematics at Work, 2008. http://www.achieve.org/mathatwork

C. *The American Diploma Project Workplace Study*. National Alliance of Business Study, 2002.

D. Carnevale, Anthony and Desrochers, Donna. *Connecting Education Standards and Employment: Course-taking Patterns of Young Workers,* 2002.

http://www.edroundtable.state.in.us/pdf/adp/ADPWorkplaceStudy.pdf

E. Colorado Business Leaders Top Skills, 2006.

F. *Hawai'i Career Ready Study: access to living wage careers from high school*, 2007.

G. *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, 2004. http://www.achieve.org/ReadyorNot

H. States' Career Cluster Initiative. *Essential Knowledge and Skill Statements*, 2008.

I. WorkKeys Occupational Profiles™

http://www.act.org/workkeys/profiles/occuprof/index.html

IV. International Documents

STANDARDS [High performing countries/countries of interest]

A. Alberta

Alberta Learning, *Pure Mathematics 10–20–30 (Senior High)*, 2002. (Grades 10-12)

B. Belgium

Department for Educational Development: Core Curriculum. (Grades 9-10 and 11-12) Retrieved June 24, 2009 from http://www.ond.vlaanderen.be/dvo/english/corecurriculum/corecurriculum.htm

C. China

Compulsory mathematics curriculum for senior secondary, as submitted to the APEC consortium. (Grades 10-12) Last retrieved July 13, 2009, from http://www.apecknowledgebank.org/file.aspx?id=1895

D. Chinese Taipei

- Curriculum Guidelines for the Required Subject Math in Senior High Schools, as submitted to the APEC consortium. (Grades 10-11) Last retrieved July 13, 2009 from http://www.apecknowledgebank.org/file.aspx?id=1900
- Curriculum Guidelines for the Elective Subject Math (I) in Senior High Schools, as submitted to the APEC consortium. (Grades 12) Last retrieved July 13, 2009, from http://www.apecknowledgebank.org/file.aspx?id=1901

E. England

Qualifications and Curriculum Authority. *Programme of Study for Key Stage 4, National Curriculum,* 2007. (Grades 10-11)

F. Finland

Finnish National Board of Education. *National Core Curriculum For Upper Secondary Schools 2003.* (Grades 10-12)

G. Hong Kong

Learning Objectives for Key Stage 4. (Grades 10-11)

H. India

- *The National Curriculum Framework,* 2005. (Grades 9-12). National Council of Educational Research and Training. Last retrieved July 13, 2009, from http://ncert.nic.in/html/pdf/schoolcurriculum/framework05/prelims.pdf
- *Secondary School Curriculum, (2010).* (Grades 9-10). Central Board of Education.
- *Senior School Curriculum, (2010).* (Grades 11-12). Central Board of Secondary Education.

I. Ireland

- *Junior Certificate Mathematics Syllabus (Higher, Ordinary and Foundation Level).* (Grades 7-9). National Council for Curriculum and Assessment, 2000.
- The Leaving Certificate *Mathematics Syllabus. (Higher, Ordinary and Foundation Level).* (Grades 10-12). National Council for Curriculum and Assessment, 2000.

J. Japan

The Courses of Study in Japan, Provisional and Unofficial Translation, 2004, as submitted to the APEC consortium. (Grades 10-12). Last retrieved July 13, 2009, from http://www.apecknowledgebank.org/file.aspx?id=1896.

K. Korea

The Seventh National School Curriculum, as submitted to the APEC consortium. (Grades 7-10). Last retrieved July 13, 2009, from http://www.apecknowledgebank.org/file.aspx?id=1897 and http://www.apecknowledgebank.org/file.aspx?id=1898

L. Singapore

Secondary Mathematics Syllabuses, 2007, as submitted to the APEC consortium. (Grades ≈7-10/11). Last retrieved July 13, 2009, from http://www.moe.gov.sg/education/syllabuses/sciences/files/maths-secondary.pdf.

ASSESSMENTS [Key international assessments with global reach]

A. Program for International Student Assessment (PISA), 2006.

B. Trends in International Mathematics and Science Study (TIMSS), 2007.

C. International Baccalaureate, Mathematics Standard Level, 2006.

D. University of Cambridge International Examinations: General Certificate of Secondary Education in Mathematics, 2009.

E. EdExcel, General Certificate of Secondary Education, Mathematics, 2009.

F. Lundsgaard Hansen, Birthe and Vagn. Reference levels in School Mathematics, Education in Europe, National Presentation, Denmark, 2001. Last retrieved July 15, 2009, from http://www.emis.de/projects/Ref/doc_ems_pdf/EMS_NATIONAL_PRESENTATIONS/EMS_DENMARK.pdf

V. State Documents

A. California State Standards

B. Florida State Standards

C. Georgia State Standards

D. Massachusetts State Standards

E. Mathematics Curriculum Framework Revision Panel [Revised Progress Report]. Massachusetts Department of Elementary and Secondary Education, 2009. Last retrieved July 15, 2009, from http://www.doe.mass.edu/boe/docs/0509/item5_report.pdf.

F. Minnesota State Standards

Fifty-One States and Territories Join Common Core State Standards Initiative

Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Puerto Rico
Rhode Island
South Carolina
South Dakota
Tennessee
Utah
Vermont
Virgin Islands
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Oregon Revised Statutes (ORS) Chapter 329.045

329.045 Revision of Common Curriculum Goals, performance indicators, diploma requirements, Essential Learning Skills and academic content standards; instruction in academic content areas. (1) In order to achieve the goals contained in ORS 329.025, the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals, performance indicators and diploma requirements. This includes Essential Learning Skills and rigorous academic content standards in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages. School districts and public charter schools shall maintain control over course content, format, materials and teaching methods. The regular review shall involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.

(2) The State Board of Education shall continually review and revise all adopted academic content standards necessary for students to successfully transition to the next phase of their education.

(3) School districts and public charter schools shall offer students instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages that meets the academic content standards adopted by the State Board of Education and meets the requirements adopted by the State Board of Education and the board of the school district or public charter school. [Formerly 326.725; 1995 c.660 §6; 1999 c.200 §29; 1999 c.1029 §3; 2003 c.303 §5; 2007 c.858 §4]

Note: The amendments to 329.045 by section 4, chapter 858, Oregon Laws 2007, first apply to the 2008-2009 school year. See section 41, chapter 858, Oregon Laws 2007. The text that applies prior to the 2008-2009 school year is set forth for the user's convenience.

329.045. (1) In order to achieve the goals contained in ORS 329.025 and 329.035, the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals. This includes Essential Learning Skills and rigorous academic content standards in

mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages. School districts and public charter schools shall maintain control over course content, format, materials and teaching methods. The rigorous academic content standards shall reflect the knowledge and skills necessary for achieving the Certificate of Initial Mastery, the Certificate of Initial Mastery subject area endorsements, the Certificate of Advanced Mastery and diplomas pursuant to ORS 329.025 and as described in ORS 329.447. The regular review shall involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.

(2) The State Board of Education shall continually review all adopted academic content standards and shall raise the standards for mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages to the highest levels possible.

(3) School districts and public charter schools shall offer students instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages that meets the academic content standards adopted by the State Board of Education and meets the requirements adopted by the State Board of Education and the board of the school district or public charter school.

State of Oregon
Mathematics Content Standards
For
Kindergarten through Grade 8

Adopted December 2007
By the State Board of Education

As part of the new Oregon High School Diploma, the State Board has asked ODE to develop "core standards" for all academic content areas. This directive is, in part, a response to the widely held view that current content standards (both in Oregon and in the U.S. at large) are too numerous and mandate the creation of "mile wide, inch deep" curricula. Based in part on the WestEd review of Oregon's content standards, Oregon's Core Standards will be designed to:

- Focus instruction by identifying the key ideas to be covered in each particular subject and grade. This will allow teachers and students to concentrate on fewer key learning objectives each year, resulting greater depth of teaching and learning.
- Incorporate other content standards in that in-depth understanding of each core standard will imply, and be supported by, understanding of the underlying content standards.
- Carefully articulate clear grade level progression in both knowledge and skills.

The revision of the mathematics content standards has developed three Core Standards at each grade from Kindergarten through 8th grade. These Core Standards provide the major concepts that will be the primary focus of teaching and learning at each grade. Underneath each of these Core Standards are from three to nine content standards, which provide the details necessary for curriculum and assessment.

The adopted K-8 mathematics content standards have been attached (pp. 3-11), as has an alignment of the draft standards to the current math standards adopted in 2002, and an alignment to the standards of high achieving countries.

National Trends

The National Council of Teachers for Mathematics (NCTM) has been a leader in standards development. In 1989 they published what may be the first set of national content standards for any subject. In 2000 the NCTM published "*Principles and Standards for School Mathematics,*" which became the benchmark by which state standards are judged. However, this document listed mathematics standards in grade bands of K-2, 3-5 and 6-8, leaving states to interpret the grade level placement of particular concepts. The result is a set of state standards that have considerable variation in the sequencing and grade placement of their topics. The lack of specificity also led to the creation of state math standards that have been characterized as a "mile wide and an inch deep" (W. Schmidt, the National Research Director of the Trends in International Math and Science Study).

In response to this widespread view, the NCTM has published "*Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence.*" Written by a core team of K-12 and postsecondary educators, it was reviewed by at least seventy national experts, ranging from teachers, to teacher educators, mathematicians and researchers. The result is a very well thought out document that clearly lays the ground for a K-8 mathematics curriculum that prepares students for

algebra by high school. The publication of this document in September 2006 kicked off the Oregon review process.

The Review Process

The Oregon review of the math standards began in October 2006 with the mathematics content panel performing an alignment study between the NCTM *Focal Points* and our current math standards, which were adopted in 2002. While the breadth of the two sets of standards was very similar, there was some misalignment in grade level between the NCTM and Oregon standards.

Starting in January 2007 the math panel began meeting to craft math standards that were aligned to the *Focal Points.* The panel met again in March, May, July, August and September to consider feedback and produced revised drafts of the K-8 standards. The final draft being submitted here was crafted at the September meeting.

In between these panel meetings, the various drafts were made available on ODE's website at http://www.ode.state.or.us/search/page/?id=1148. We also posted news announcements when each draft was available, sent out messages via the superintendent's pipeline, the curriculum director's list serv, and each draft was sent directly to between 600 and 800 teachers around the state. In addition, various ODE representatives gave presentations on the math standards revision at conferences and board meetings around the state, including: the Oregon Association for Comprehensive Education, Closing the Achievement Gap, Oregon Math Leaders, Oregon Mathematics Education Council, Teachers of Teachers of Mathematics, the Oregon Council of Teachers of Mathematics, and presentations at various district and ESD meetings.

Feedback was collated and then carefully reviewed by the panel prior to updating each draft. Several of those providing feedback have commented that they were gratified that their input had been valued and had influenced future drafts. Various drafts have also been aligned to our current standards, NAEP and to international standards (pp. 13-16). The ongoing WestEd review has also validated our approach.

What has changed from the 2002 Math Standards

The 2002 math standards were organized according to six strands (Calculations & Estimations, Statistics & Probability, Algebraic Relationships, Measurement, Geometry, and Mathematical Problem Solving). Each strand had several Common Curriculum Goals that were identical at all grade levels. The draft K-8 standards are organized around three "core standards" at each grade level. These core standards are unique to each grade, and represent the three major mathematical targets for that year. Other features of the new standards include:

- Approximately 20 content standards at each grade, which is a reduction from the current level of about 60 standards per grade. (pp 3-11)
- The content standards are still the basis for curriculum and assessment.
- The number of topics addressed at each grade has been reduced by an average of 50%. (p. 14)
- The overall breadth of the K-12 standards remains largely intact (pp 13-14).
- The developmental progression of the content standards is clearer than in the past (p. 12).

There are a few shifts in emphasis in the standards:

- Grades 1 to 5 have a heavier emphasis on number and operations
- Grades 6 to 8 have a heavier emphasis on preparation for algebra
- Most of the Data Analysis standards have been shifted to middle school

In addition to the core standards and content standards, we will provide a list of "connections." The connections are grade-by-grade lists of knowledge and skills that do not appear in the core standards,

but which are strongly tied to the core standards. They can provide a richer mathematical experience for students, and help with differentiation of instruction. An example is given on page 17.

A few topics in the old standards have less emphasis than in the past, but will be included in the connections. These include: transformations (reflections, rotations); data analysis in grades 2-6; number theory; error and precision; weight and temperature.

Kindergarten

It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

K.1 Number and Operations and Algebra: **Represent, compare, and order whole numbers, and join and separate sets.**

K.1.1 Read and write whole numbers to 10.
K.1.2 Connect numbers, including written numerals, to the quantities they represent, using various physical models and representations.
K.1.3 Count forward by ones beginning with any number less than 30; count backward by ones beginning with any number 10 or less.
K.1.4 Recognize the number of objects in a small set (such as the arrangements of dots on a number cube) without counting.
K.1.5 Count objects in a set using one-to-one correspondence and produce sets of given sizes.
K.1.6 Compare and order sets or numerals by using both cardinal and ordinal meanings.
K.1.7 Model simple joining and separating situations and represent them with objects, pictures, and/or numerals.
K.1.8 Choose, combine, and apply effective strategies for solving joining and separating problems.
K.1.9 Identify, duplicate, and extend simple number patterns and sequential and growing patterns (e.g., patterns made with shapes).

K.2 Geometry: **Describe shapes and space.**

K.2.1 Identify, name, and describe basic two-dimensional shapes (e.g., square, circle, triangle, rectangle, regular hexagon) presented in a variety of ways (e.g., with different sizes or orientations).
K.2.2 Identify, name, and describe basic three-dimensional shapes (e.g., sphere, cube, and cylinder).
K.2.3 Use basic shapes and spatial reasoning to describe and model objects in their environment, and to construct more complex shapes.

K.3 Measurement: **Compare and order objects by attributes.**

K.3.1 Identify the measurable attributes (e.g., length, weight) and non-measurable attributes (e.g., color) of an object.
K.3.2 Compare, sort, and order objects according to measurable (e.g., longest to shortest, lightest to heaviest) and non-measurable (e.g., color, texture) attributes.
K.3.3 Compare the lengths of two objects both directly (by comparing them with each other) and indirectly (by comparing both with a third object).

Grade 1

It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

1.1 Number and Operations: **Develop an understanding of whole number relationships, including grouping in tens and ones.**

1.1.1 Compare and order whole numbers to 100.
1.1.2 Represent whole numbers on a number line, demonstrating an understanding of the sequential order of the counting numbers and their relative magnitudes.
1.1.3 Count and group objects in tens and ones.
1.1.4 Identify the number of tens and ones in whole numbers between 10 and 100, especially recognizing the numbers 10 to 19 as 1 group of ten and a particular number of ones.
1.1.5 Determine the value of collections of pennies, nickels, and dimes.

1.2 Number and Operations and Algebra: **Develop understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts.**

1.2.1 Model "part-whole," "adding to," "taking away from," and "comparing" situations to develop an understanding of the meanings of addition and subtraction.
1.2.2 Develop and use efficient strategies for adding and subtracting whole numbers using a variety of models, including discrete objects, length-based models (e.g., lengths of connecting cubes) and number lines.
1.2.3 Apply with fluency sums to 10 and related subtraction facts.
1.2.4 Use the concept of commutative [4 + 2 = 2 + 4], associative [(4 + 3) + 7 = 4 + (3 + 7)], and identity [0 + 3 = 3] properties of addition to solve problems involving basic facts.
1.2.5 Relate addition and subtraction as inverse operations.
1.2.6 Identify, create, extend, and supply a missing element in number patterns involving addition or subtraction by a single-digit number.

1.3 Geometry: **Compose and decompose two- and three-dimensional geometric shapes.**

1.3.1 Describe geometric attributes of shapes (e.g., round, corners, sides) to determine how they are alike and different.
1.3.2 Recognize and create shapes that are congruent or have symmetry.
1.3.3 Compose and decompose shapes (e.g., cut a square into two right triangles and put two cubes together to make a rectangular prism), thus building an understanding of part-whole relationships as well as the properties of the original and composite shapes.
1.3.4 Recognize shapes when viewed from different perspectives and orientations.

Grade 2

It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

2.1 Number and Operations: **Develop an understanding of the base-ten numeration system and place-value concepts.**

2.1.1 Write, compare, and order whole numbers to 1000.
2.1.2 Understand and apply base-ten numeration, and count in multiples of one, two, five, ten, and one hundred.
2.1.3 Compose and decompose whole numbers less than one thousand by place value (e.g., 426 as 4 hundreds + 2 tens + 6 ones and 400 + 20 + 6).
2.1.4 Use place value and properties of operations to find and use equivalent representations of numbers (such as 35 represented by 35 ones, 3 tens and 5 ones, or 2 tens and 15 ones).

2.2 Number and Operations and Algebra: **Develop fluency with addition facts and related subtraction facts, and with multi-digit addition and subtraction.**

2.2.1 Apply, with fluency, sums to 20 and related subtraction facts.
2.2.2 Solve multi-digit whole number problems by applying various meanings (e.g., taking away, and comparing) and models (e.g., combining or separating sets, using number lines, and hundreds charts) of addition and subtraction.
2.2.3 Develop fluency with efficient procedures for adding and subtracting multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.
2.2.4 Select and apply efficient methods to estimate sums and differences or calculate them mentally depending on the numbers and context involved.
2.2.5 Determine the value of mixed collections of coins to $1.00.

2.3 Measurement: **Develop an understanding of linear measurement and facility in measuring.**

2.3.1 Determine length by finding the total number of equal-length units that are placed end-to-end without gaps or overlaps.
2.3.2 Apply concepts of partitioning (the mental activity of slicing the length of an object into equal-sized units) and transitivity (e.g., if object A is longer than object B and object B is longer than object C, then object A is longer than object C).
2.3.3 Demonstrate an understanding that using different measurement units will result in different numerical measurements for the same object.
2.3.4 Explain the need for equal length units and the use of standard units of measure.
2.3.5 Use rulers and other measurement tools to estimate and measure length in common units (e.g., centimeter and inch).
2.3.6 Use the measurement process: choose an appropriate measurement unit, compare that unit to the object, and report the number of units.
2.3.7 Demonstrate an understanding of time and use of time relationships (e.g., how many minutes in an hour, days in a week, and months in a year).
2.3.8 Tell time in increments of five minutes using analog and digital clocks.

Grade 3

It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

3.1 Number and Operations: **Develop an understanding of fractions and fraction equivalence.**

3.1.1 Represent common fractions (e.g., halves, thirds, fourths, tenths) as equal parts of a whole, parts of a set, or points or distances on a number line.
3.1.2 Recognize and demonstrate that sizes of fractional parts are relative to the size of the whole.
3.1.3 Use fractions to represent numbers that are equal to, less than, or greater than one.
3.1.4 Solve problems that involve comparing and ordering fractions by using models, benchmarks (0, ½, 1), or common numerators or denominators.
3.1.5 Identify equivalent fractions using models, including the number line.
3.1.6 Add common fractions with like denominators.

3.2 Number and Operations, Algebra, and Data Analysis: **Develop understandings of multiplication and division, and strategies for basic multiplication facts and related division facts.**

3.2.1 Represent and apply the concept of multiplication as repeated addition.
3.2.2 Represent and apply the concept of division as repeated subtraction and forming equal groups.
3.2.3 Apply models of multiplication (e.g., equal-sized groups, arrays, area models, equal "jumps" on number lines and hundreds charts) and division (e.g., repeated subtraction, partitioning, and sharing) to solve problems.
3.2.4 Apply increasingly sophisticated strategies based on the number properties (e.g., place value, commutative, associative, distributive, identity, and zero) to solve multiplication and division problems involving basic facts.
3.2.5 Apply the inverse relationship between multiplication and division (e.g., 5 x 6 = 30, 30 ÷ 6 = 5) and the relationship between multiples and factors.
3.2.6 Represent, analyze and extend number patterns using rules that involve multiplication and/or addition (e.g., {3, 6, 9, 12, …}, .{1, 2, 4, 8, …}).
3.2.7 Analyze frequency tables, bar graphs, picture graphs, and line plots; and use them to solve problems involving addition, subtraction, multiplication, and division.

3.3 Geometry and Measurement: **Describe and analyze properties of two-dimensional shapes, including perimeters.**

3.3.1 Identify right angles in two-dimensional shapes and determine if angles are greater than or less than a right angle (obtuse and acute).
3.3.2 Identify, describe, compare, analyze, and informally classify triangles by their sides and angles.
3.3.3 Identify, describe, compare, analyze, and classify quadrilaterals (square, rectangle, parallelogram, rhombus, and trapezoid) by their sides and angles.
3.3.4 Identify, describe, and compare pentagons, hexagons, and octagons by the number of sides or angles.
3.3.5 Investigate and describe the results of decomposing, combining, and transforming polygons to make other polygons.
3.3.6 Build, draw, and analyze two-dimensional shapes to understand attributes and properties of two-dimensional space.
3.3.7 Determine an appropriate unit, tool, or strategy to find the perimeter of polygons.
3.3.8 Use attributes and properties of two-dimensional shapes to solve problems including applications involving parallel and perpendicular lines, congruence, symmetry, and perimeter.

Grade 4

It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

4.1 Number and Operations: **Develop an understanding of decimals, including the connections between fractions and decimals.**

4.1.1 Extend the base-ten system to read, write, and represent decimal numbers (to the hundredths) between 0 and 1, between 1 and 2, etc.
4.1.2 Use models to connect and compare equivalent fractions and decimals.
4.1.3 Determine decimal equivalents or approximations of common fractions.
4.1.4 Compare and order fractions and decimals.
4.1.5 Estimate decimal or fractional amounts in problem solving.
4.1.6 Represent money amounts to $10.00 in dollars and cents, and apply to situations involving purchasing ability and making change.

4.2 Number and Operations and Algebra: **Develop fluency with multiplication facts and related division facts, and with multi-digit whole number multiplication.**

4.2.1 Apply with fluency multiplication facts to 10 times 10 and related division facts.
4.2.2 Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).
4.2.3 Select and use appropriate estimation strategies for multiplication (e.g., use benchmarks, overestimate, underestimate, round) to calculate mentally based on the problem situation when computing with whole numbers.
4.2.4 Develop and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.
4.2.5 Develop fluency with efficient procedures for multiplying multi-digit whole numbers and justify why the procedures work on the basis of place value and number properties.

4.3 Measurement: **Develop an understanding of area and determine the areas of two-dimensional shapes.**

4.3.1 Recognize area as an attribute of two-dimensional regions.
4.3.2 Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.
4.3.3 Recognize a square that is one unit on a side as the standard unit for measuring area.
4.3.4 Determine the appropriate units, strategies, and tools to solving problems that involve estimating or measuring area.
4.3.5 Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.
4.3.6 Find the areas of complex shapes that can be subdivided into rectangles.
4.3.7 Solve problems involving perimeters and areas of rectangles and squares.
4.3.8 Recognize that rectangles with the same area can have different perimeters and that rectangles with the same perimeter can have different areas.

Grade 5

It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

5.1 Number and Operations and Data Analysis: **Develop an understanding of and fluency with addition and subtraction of fractions and decimals.**

5.1.1 Use fraction models to represent the addition and subtraction of fractions with unlike denominators.
5.1.2 Use decimal models, place value, and number properties to add and subtract decimals (to the thousandths).
5.1.3 Select and use appropriate strategies to estimate fraction and decimal sums and differences.
5.1.4 Develop fluency with efficient procedures for adding and subtracting fractions and decimals and justify why the procedures work.
5.1.5 Solve problems involving the addition and subtraction of fractions and decimals.
5.1.6 Use ordered pairs on coordinate graphs to specify locations and describe paths.
5.1.7 Construct and analyze double bar, line, and circle graphs to solve problems involving fractions and decimals.

5.2 Number and Operations and Algebra: **Develop an understanding of and fluency with division of whole numbers.**

5.2.1 Apply understanding of models for division (e.g., equal-sized groups, arrays, area models, equal intervals on the number line) and the relationship of division to multiplication to solve problems.
5.2.2 Apply concepts of place value and the properties of operations to solve problems involving division.
5.2.3 Select and use appropriate estimation strategies for division (e.g., use benchmarks, overestimate, underestimate, round) to calculate mentally based on the problem situation when computing with whole numbers.
5.2.4 Develop and use accurate, efficient, and generalizable methods to find quotients for multi-digit division problems.
5.2.5 Develop fluency with efficient procedures for dividing whole numbers and justify why the procedures work on the basis of place value and number properties.
5.2.6 Determine the most appropriate form of the quotient and interpret the remainder in a problem situation.

5.3 Geometry, Measurement, and Algebra: **Describe and relate two-dimensional shapes to three-dimensional shapes and analyze their properties, including volume and surface area.**

5.3.1 Identify and classify triangles by their angles (acute, right, obtuse) and sides (scalene, isosceles, equilateral).
5.3.2 Find and justify relationships among the formulas for the areas of triangles and parallelograms.
5.3.3 Describe three-dimensional shapes (triangular and- rectangular prisms, cube, triangular- and square-based pyramids, cylinder, cone, and sphere) by the number of edges, faces, and/or vertices as well as types of faces.
5.3.4 Recognize volume as an attribute of three-dimensional space.
5.3.5 Determine volume by finding the total number of same-sized units of volume that fill a three-dimensional shape without gaps or overlaps.
5.3.6 Recognize a cube that is one unit on an edge as the standard unit for measuring volume.
5.3.7 Determine the appropriate units, strategies, and tools for solving problems that involve estimating or measuring volume.
5.3.8 Decompose three-dimensional shapes and find surface areas and volumes of triangular and rectangular prisms.
5.3.9 Identify and measure necessary attributes of shapes to use area , surface area, and volume formulas to solve problems (e.g., to find which of two gift boxes needs the most wrapping paper or has the greater volume?).

Grade 6

It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

6.1 Number and Operations: **Develop an understanding of and fluency with multiplication and division of fractions and decimals.**

6.1.1 Select and use appropriate strategies to estimate fraction and decimal products and quotients.
6.1.2 Use and analyze a variety of strategies, including models, for solving problems with multiplication and division of fractions.
6.1.3 Use and analyze a variety of strategies, including models, for solving problems with multiplication and division of decimals.
6.1.4 Develop fluency with efficient procedures for multiplying and dividing fractions and decimals and justify why the procedures work.
6.1.5 Apply the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions and justify why they work.
6.1.6 Apply the properties of operations to simplify calculations.
6.1.7 Use the relationship between common decimals and fractions to solve problems including problems involving measurement.

6.2 Number and Operations and Probability: **Connect ratio, rate, and percent to multiplication and division.**

6.2.1 Develop, analyze, and apply the meaning of ratio, rate, and percent to solve problems.
6.2.2 Determine decimal and percent equivalents for common fractions, including approximations.
6.2.3 Understand the meaning of probability and represent probabilities as ratios, decimals, and percents.
6.2.4 Determine simple probabilities, both experimental and theoretical.
6.2.5 Develop the concept of π as the ratio of the circumference of a circle to its diameter.

6.3 Algebra: **Write, interpret, and use mathematical expressions and equations.**

6.3.1 Use order of operations to simplify expressions that may include exponents and grouping symbols.
6.3.2 Develop the meanings and uses of variables.
6.3.3 Write, evaluate, and use expressions and formulas to solve problems.
6.3.4 Identify and represent equivalent expressions (e.g., different ways to see a pattern).
6.3.5 Represent, analyze, and determine relationships and patterns using tables, graphs, words and when possible, symbols.
6.3.6 Recognize that the solutions of an equation are the values of the variables that make the equation true.
6.3.7 Solve one-step equations by using number sense, properties of operations, and the idea of maintaining equality on both sides of an equation.

Grade 7

It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

7.1 Number and Operations and Algebra: **Develop an understanding of operations on all rational numbers and solving linear equations.**

7.1.1 Develop, analyze, and apply models (including everyday contexts), strategies, and procedures to compute with integers, with an emphasis on negative integers.
7.1.2 Extend knowledge of integers and positive rational numbers to solve problems involving negative rational numbers.
7.1.3 Develop and use strategies to estimate the result of rational number computations and justify the reasonableness of results.
7.1.4 Apply properties of rational numbers and algebra to write and solve linear equations in one variable.

7.2 Number and Operations, Algebra and Geometry: **Develop an understanding of and apply proportionality, including similarity.**

7.2.1 Represent proportional relationships with coordinate graphs and tables, and identify unit rate as the slope of the related line.
7.2.2 Apply ratio and proportionality to solve problems, including percent and simple probability.
7.2.3 Use coordinate graphs, tables, and equations to distinguish proportional relationships from other relationships, including inverse proportionality.
7.2.4 Develop and use scale factors and proportional relationships to solve problems, including similarity and congruence.
7.2.5 Convert among different units of measurement to solve problems, including rates.
7.2.6 Apply scale factor to analyze how the change in one measure (e.g., length, area, volume) affects another.

7.3 Measurement and Geometry: **Develop an understanding of and use formulas to determine surface area and volume.**

7.3.1 Use models to explain the reasonableness of formulas for the circumference and area of circles.
7.3.2 Know common estimates of π and use these values to estimate and calculate the circumference and area of a circle.
7.3.3 Solve problems involving areas and circumferences of circles.
7.3.4 Use models to explain the reasonableness of formulas for the surface area of pyramids and cylinders, and volume of pyramids, cylinders, and cones.
7.3.5 Find and justify relationships among the formulas for the areas of different polygons when determining surface area.
7.3.6 Solve problems involving surface areas of pyramids and cylinders and volumes of pyramids, cylinders, and cones.
7.3.7 Estimate and compute the area and volume of complex or irregular shapes by dividing them into basic shapes.

Grade 8

It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

8.1 Algebra: **Analyze and represent linear functions, and solve linear equations and systems of linear equations.**

8.1.1 Translate among contextual, verbal, tabular, graphical, and algebraic representations of linear functions.
8.1.2 Determine the slope of a line and understand that it is a constant rate of change.
8.1.3 Identify and interpret the properties (i.e. slope, intercepts, continuity, and discreteness) of linear relationships as they are shown in the different representations and recognize proportional relationships ($y/x = k$ or $y = kx$) as a special case.
8.1.4 Use linear functions and equations to represent, analyze and solve problems, and to make predictions and inferences.
8.1.5 Relate systems of two linear equations in two variables and their solutions to pairs of lines that are intersecting, parallel, or the same line.
8.1.6 Use informal strategies (e.g., graphs or tables) to solve problems involving systems of linear equations in two variables.

8.2 Data Analysis and Algebra: **Analyze and summarize data sets.**

8.2.1 Organize and display data (e.g., histograms, box-and-whisker plots, scatter plots) to pose and answer questions; and justify the reasonableness of the choice of display.
8.2.2 Use measures of center and spread to summarize and compare data sets.
8.2.3 Interpret and analyze displays of data and descriptive statistics.
8.2.4 Compare descriptive statistics and evaluate how changes in data affect those statistics.
8.2.5 Describe the strengths and limitations of a particular statistical measure, and justify or critique its use in a given situation.
8.2.6 Use sample data to make predictions regarding a population.
8.2.7 Identify claims based on statistical data and evaluate the reasonableness of those claims.
8.2.8 Use data to estimate the likelihood of future events and evaluate the reasonableness of predictions.

8.3 Geometry and Measurement: **Analyze two- and three-dimensional spaces and figures by using distance and angle.**

8.3.1 Use properties of parallel lines, transversals, and angles to find missing sides and angles, and to solve problems including determining similarity or congruence of triangles.
8.3.2 Use models to show that the sum of the angles of any triangle is 180 degrees and apply this fact to find unknown angles.
8.3.3 Use models and logical arguments to show that the sum of the angles of any quadrilateral is 360 degrees, and apply this fact to find unknown angles.
8.3.4 Use models to explore the validity of the Pythagorean Theorem, and use it to find missing lengths.
8.3.5 Apply the Pythagorean Theorem to find distances in a variety of 2- and 3-dimensional contexts, including distances on coordinate graphs.
8.3.6 Use models and referents to explore and estimate square roots.

Vertical Articulation of the Core Standards

This chart shows the grade-by-grade progression in the core standards. It outlines a coherent progression in knowledge and skills from Kindergarten through Grade 8. The high school core standards will continue this progression.

K	**Number and Algebra** Compare and order numbers	**Geometry** Describe shapes and space	**Measurement** Compare and order objects by attributes
1	**Number** Develop an understanding of whole number relationships	**Number and Algebra** Develop an understanding of addition and subtraction	**Geometry** Compose and decompose shapes
2	**Number** Develop an understanding of base-ten and place-value	**Number and Algebra** Fluency with addition and subtraction of whole numbers	**Measurement** Develop linear measurement
3	**Number** Develop an understanding of fractions	**Number, Algebra and Data Analysis** Develop understanding o multiplication and division	**Geometry and Measurement** Analyze 2-dimensional shapes, including perimeter
4	**Number** Develop an understanding of Decimals	**Number and Algebra** Fluency with multiplication of whole numbers	**Measurement** Area
5	**Number and Data Analysis** Fluency with addition/sub of fractions and decimals	**Number and Algebra** Fluency with division of whole numbers	**Geometry, Algebra, and Measurement** Analyze 3-D shapes, including volume and surface area
6	**Number** Fluency with multiplication and division of fractions and decimals	**Number and Probability** Rate, ratio and probability	**Algebra** Writing and using mathematical expressions and equations
7	**Number and Algebra** Rational numbers and linear equations	**Number, Algebra and Geometry** Proportionality and similarity	**Measurement and Geometry** Develop and use formulas for surface area and volume
8	**Algebra** Linear functions and equations	**Data Analysis and Algebra** Analyze and summarize data	**Geometry and Measurement** Angles and the Pythagorean Theorem

Scope and Sequence of the K-8 Math Standards

Shading indicates coverage in the current (2002) math standards while numbers indicate coverage (by Core Standard) in the draft K-8 standards.

Topic / Grade	K	1	2	3	4	5	6	7	8
Number Sense									
Counting Whole Numbers	1	1							
Whole Number Meaning and Place Value	1	1	1	2	1,2	1,2			
Properties of Operations		2	2	2	2	1,2	1,3		
Rounding and Significant Figures					2				
Fractions				1	1	1	1,2		
Decimals					1	1	1		
Percentages and Ratios							2	2	
Negative Numbers and Integers								1	
Rational Numbers								1	
Exponents							3		
Multiples and Factors, LCM, GCD				2		2	1		
Primes, Composites									
Scientific Notation									
Roots and Absolute Value									3
Irrational Numbers									
Real Numbers									
Computations	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Add and Sub of Whole Numbers	1	2	2						
Estimation and Mental Arithmetic			2		1,2	1,2	1	1	
Mult and Div of Whole Numbers				2	2,3	2			
Add and Sub of Fractions and Decimals				1		1			
Mult and Div of Fraction and Decimals							1		
Operations with Integers and Rationals								1	
Percentages, Ratios and Proportions							2	2	
Order of Operations							3		
Estimation and Error								1	3
Algebra and Functions	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Numeric or Geometric Patterns	1	2		2					
Number Sentences and Expressions		2	1	2					
Variables and Formulas					3	3	3	3	3
Equations and Inequalities							3	1	1
Relations and Functions							3	2	1
Coordinates and Graphs						1	3	2	1,3
Direct Variation and Slope								1,2	1
Linear Functions									1
Systems of Equations									1
Non-linear Equations									

Topic	Grade								
Geometry	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Identifying and Classifying Shapes	2	3		3					
Composing and Decomposing Shapes	2	3		3	3	3		3	
Congruence and Similarity		3		3				2	3
Symmetry		3		3					
Lines and Angles				3					3
Triangles and Polygons				3	3	3		3	3
Circle and Spheres							2	3	
3-Dimensional Object Classification						3		3	
Transformations				3					
Constructions				3					
Distance and Pythagorean Theorem									3
Trigonometry									
Measurement	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Non-standard units and measurement	3		3						
Time			3						
Money		1	2		1				
Standard units			3		3	3			
Measurement Tools			3	3	3	3			
Length and Perimeter			3	3	3		2	2,3	3
Area					3	3		2,3	
Volume						3		2,3	
Weight and Temperature									
Unit Conversions								2	
Estimation					3	3		3	
Precision and Error									
Scale								2	
Data Analysis and Probability	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Graphs and Tables				2		1			2
Measures of Center									2
Measures of Spread									2
Predictions and Inferences									2
Experimental Design and Sampling									2
Scatterplots and Line of Best Fit									
Normal Distributions									
Simple Theoretical Probability							2	2	
Experimental Probability							2		2
Compound Probability									
Topic Totals	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Final Draft	7	11	11	19	16	19	18	24	20
2002 Standards	10	13	31	27	35	36	43	40	37

Draft K-8 Standards Compared to top-Achieving TIMSS Countries

Shading indicates coverage by at least two-thirds of the top performing countries in the Trends in International Math and Science Study (TIMSS). Number indicate coverage (by Core Standard) in the draft K-8 standards.

	Grade							
Mathematical Topic	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Whole Numbers: Meaning	1	1	2	1				
Whole Numbers: Operations	2	2	2	2	2			
Measurement: Units		3		3	3			
Common Fractions			1	1				
Equations & Formulas				3	3	3	1,3	1,2,3
Data Representation & Analysis			2		1			2
2-D Geometry: Basics	3		3	3	3	2	3	3
2-D Geometry: Polygons & Circles				3	3	2	3	3
Perimeter, Area & Volume		3	3	3	3	2	2,3	
Rounding & Significant Figures				2				
Estimating Computations		2		1,2	1,2	1	1	
Properties of Whole NumberOperations	2	2	2	2	1,2	1,3		
Estimating Quantity & Size				3	3			
Decimal Fractions				1	1	1		
Relationships of Common & Decimal Fractions				1		2		
Properties of Common & Decimal Fractions					1	1,2		
Percentages						2	2	
Proportionality Concepts						2	1,2,3	1
Proportionality Problems						2	2	
2-D Coordinate Geometry					1	3	2	3
Transformations			3				2	
Negative Numbers, Integers & Their Properties							1	
Number Theory					2			
Exponents, Roots & Radicals						3	2	3
Exponents & Orders of Magnitude								
Estimation & Errors							1	3
Constructions w/ Straightedge & Compass								
3-D Geometry					3		3	
Congruence & Similarity	3		3				2	3
Rational Numbers & Their Properties							1	
Patterns, Relations & Functions	2		2			3	2	1
Slope & Trigonometry							2	1,3
Totals Draft 5	6	6	10	14	15	15	18	11
Totals TIMSS	3	3	6	15	20	17	16	18

Summary of NAEP Alignment

The draft K-8 standards were aligned to the 2009 NAEP assessment framework. This framework provides specifications for assessments at grade 4 and at grade 8. This framework more closely resembles the 2000 NCTM *Principles and Standards* document than it does the 2006 NCTM *Focal Points*.

8th Grade Alignment

Overall, the draft standards are in good to strong alignment with NAEP. This confirms our judgment that the overall breadth of the K-8 standards is strong.

4th Grade Alignment

This alignment is good to strong, with the exception of Statistics and Probability. The NAEP framework more closely resembles to 2000 NCTM document, and so tends to include all strands at each grade level. In the draft Oregon standards, and in the 2006 NCTM *Focal Points,* a deliberate decision was made to move most of the Statistics content to 8th grade. As a result, this lack of alignment with the NAEP Statistics strand is to be expected.

The table that follows provides a slightly more detailed summary of the alignment.

NAEP Strand	4th Grade Alignment	8th Grade Alignment
Number Properties and Operations	Good, except even/odd, division, ratio and error estimates.	Good, except scientific notation, absolute value, primes and composite numbers.
Measurement	Strong except accuracy	Strong, except accuracy
Geometry	Good, except paths, faces of 3-D objects, and coordinate constructions	Good, except nets and intersections of 2-d objects
Statistics and Probability	Weak: missing measures of center, and probability (core in grade 8)	Good, except sampling, sample spaces, and compound probability
Algebra	Good, except proportionality, representations, coordinate graphs, variables (core in grades 6-8)	Strong.

The full alignment document is available.

Sample Grade 8 Cover Page

Grade 8

Oregon has organized its standards in each grade from kindergarten through grade 8 around three Core Standards, which represent three major areas of concentration for that grade. Each core standard has a number of content standards that serve as the basis for curriculum and for statewide assessments.

Core Standards in Grade 8:

8.1 Algebra
Students will translate between different representations of linear functions, understand slope, and distinguish linear relationships from other relationships. They use linear functions to represent and solve problems, including pairs of linear functions.

8.2 Data Analysis and Algebra
Students organize and display data in a variety of formats and use descriptive statistics to analyze data. They analyze the strengths and limitations of particular statistical measures and use sample data to make and evaluate predictions.

8.3 Geometry and Measurement
Students use properties of parallel lines and angles to solve problems, including those involving similar or congruent triangles. They develop and apply angle sums for triangles and quadrilaterals. They use the Pythagorean Theorem to find distances and solve problems, using this opportunity to understand and estimate square roots.

As part of their instruction and assessment, students should also develop the following learning skills that are woven throughout the mathematics standards:

Problem Solving
Problem solving means engaging in a task for which the solution method is not known in advance. In order to find a solution, students must draw on their knowledge, and through this process, they will often develop new mathematical understandings. Students should have frequent opportunities to formula, grapple with, and solve complex problems that require a significant amount of effort and should then be encouraged to reflect on their thinking.

Reasoning and Proof
Mathematics is developed by using known ideas and concepts to develop others. Extending patterns, finding even numbers, developing formulas, and proving the Pythagorean Theorem are all examples of mathematical reasoning. Students should learn to observe, generalize, make assumptions from known information, and test their assumptions.

Communication
The ability to read, write, listen, ask questions, think, and communicate about math will develop and deepen students' understanding of mathematical concepts. Students should read text, data, tables, and graphs with comprehension and understanding. Their writing should be detailed and coherent, and they should use correct mathematical vocabulary. Students should write to explain answers, justify mathematical reasoning, and describe problem-solving strategies.

Connections
Connecting mathematical concepts includes linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other. Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas. Mathematics is also the common language of many disciplines and students should learn mathematical concepts used in those disciplines and to connect their mathematical learning to appropriate real-world contexts.

Representation
The language of mathematics is expressed in words, symbols, formulas, equations, graphs, and data displays. Higher-level mathematics involves the use of powerful representations: exponents, logarithms, π, unknowns, statistical representation, algebraic and geometric expressions. Representations are dynamic tools for solving problems, and communicating and expressing mathematical ideas and concepts.

Sample of the Core Standards together with Connections

This is a sample page of a more detailed curriculum document that is under development. The core standards and content standards are indicated by number. In the right column are the "connections." These provide additional mathematical topics that can reinforce earlier focal points, enhance understanding of the current focal point, or provide introductions to later focal points.

Grade 4

Core Standard 4.3: Measurement:
Develop an understanding of area and determine the areas of two-dimensional shapes.

Draft Standards It is essential that these standards be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.	**Connections to the Core Standard** Connections introduce, extend, or reinforce standards at prior, current, or later grades.
4.3.1 Recognize area as an attribute of two-dimensional regions. 4.3.2 Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps. 4.3.3 Recognize a square that is one unit on a side as the standard unit for measuring area. 4.3.4 Determine the appropriate units, strategies, and tools to solving problems that involve estimating or measuring area. 4.3.5 Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle. 4.3.6 Find the areas of complex shapes that can be subdivided into rectangles. 4.3.7 Solve problems involving perimeters and areas of rectangles and squares. 4.3.8 Recognize that rectangles with the same area can have different perimeters and that rectangles with the same perimeter can have different areas.	***Measurement:*** *As part of understanding two-dimensional shapes, students measure and classify angles.* ***Geometry:*** *Students build on their earlier work with symmetry and congruence in grade 3 to encompass transformations (translations, reflections, rotations), including those that produce line and rotational symmetry. By using transformations to design and analyze simple tilings and tessellations, students deepen their understanding of two-dimensional space.*

In earlier grades students have:
- Used rulers and other measurement tools to estimate and measure length in common units (e.g., centimeter and inch).
- Determined an appropriate unit, tool, or strategy to find the perimeter of polygons.
- Investigated and described the results of decomposing, combining, and transforming polygons to make other polygons.

In grades 5 and beyond, students will:
- Find and justify relationships among the formulas for the areas of triangles and parallelograms.
- Decompose three-dimensional shapes and find surface areas and volumes of triangular and rectangular prisms.
- Apply scale factor to analyze how the change in one measure (e.g., length, area, volume) affects another.

Appendix B.9

Timeline for Adopting Common Core Standards

Date	Action	Purpose
March 2010	Informational Presentation to State Board regarding K-12, Career and College Readiness Content Standards (*i.e.*, Common Core)	Provide high-level update to board regarding the final version of the common core
April 2010	Content Panel work groups regarding Common Core	• Identify whether additional Oregon content needs to be added to the common core • Discuss logistical impact on districts from practitioners viewpoint (*e.g.*, instructional materials, professional development, curriculum alignment, high school) • Propose implementation timeline • Discuss potential impact on Oregon Diploma (*e.g.*, Essential Skills)
April, May 2010	Engage Content Panel and other advisory panels regarding assessment	• Identify impact on assessment (*e.g.*, how many items need to be added to the item pool) • Propose implementation timeline
April, May 2010	Further engage Universities and Community Colleges regarding the impact of the Common Core	• Identify whether additional Oregon content needs to be added to the common core • Discuss logistical impact on teacher preparation institutions • Discuss potential impact on Oregon Diploma (*e.g.*, Essential Skills)
June, July, August 2010	Implementation of 1st phase of communication plan for Districts	Provide initial essential information and training regarding the final common core and implementation plan
June 2010	Propose implementation plan that for State Board review	• Describe how ODE will support district and school administrators and teachers • Deploy revised ODE rules and documentation • Revise assessment system
January 2011	State Board first reading of Common Core Adoption	Identify remaining questions and concerns that board members have regarding the common core
February 2011	State Board second reading of Common Core Adoption	Address remaining questions that board members have regarding the common core
March 2011	State Board anticipated adoption of Common Core standards	Adopt common core

RTTT – Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC)
Memorandum of Understanding

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the lead state(s): Nebraska and Wisconsin, and OREGON ("Your State"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

I. PROJECT PROPOSAL

A. PARTICIPATING SEA RESPONSIBILITIES

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC).

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with the Consortium Group. This decision may be made after the submission of the MOU.

Task 1.1.1: The consortium states will adopt the Common Core Standards. Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.

Task 1.1.2: The consortium states will develop and build professional development materials around the instructional integration of Common Core standards. This will include curricular frameworks aligned to the Common Core, defining of learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

Task 1.1.3: The consortium states will have access to the University of Kansas' Computerized Assessments and Learning (CAL) computerized engine and will make it available to districts in all of the states. Each state will load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

Task 1.1.4: Each state will define the level at which districts/schools in their state participate in the formative/benchmark assessment system. This may vary from state to state, depending on how each state defines voluntary versus optional participation. (One level of required participation within a state might be to require the state's persistently low performing schools and districts to participate in this comprehensive assessment system, and to require that student performance data be tracked over time for growth and improvement.)

Task 1.1.5: Each state will contribute to the development of district, school, and student-level performance reports on the Common Core. Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student's performance.

Task 1.1.6: Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing. From this item bank, common diagnostic/benchmark tests will be developed across the "total package" consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an "early warning" system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the CAL system for immediate data turn around. The common tests will be available to districts/schools within each state as defined by that state – varying levels of participation will require different cost to each state to implement, most likely on a per-pupil basis. (States participating at the Partner or Associate level may access items in the bank, but may not utilize the consortia-developed common assessments).

Task 1.1.7: Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results. All materials will be disseminated across the collaborating states.

The selection of tasks by each SEA participating in the Consortium will determine the level of participation of each respective state. There are three levels of participation that may be selected by each SEA in the Consortium. While the level of participation does not need to be selected at the time of signing the MOU, by its signature the state is indicating its interest in participating at a minimum of Level Three.

- **Level One – "Total Package"** – The state participates in **all seven tasks** with a common vendor, and shares in all resources available through the project, including all formative/benchmark assessments developed under the project. The state has an active role in developing, disseminating and sharing professional development tasks and materials.
- **Level Two - "Partner"** – The state contributes to the item bank (**Tasks 1.1.1, 1.1.2, and 1.1.6**)and professional development materials, and may use components in their state for state-specific work. (ex: state does not use common assessments developed from the bank; instead, uses the bank to create their own assessment tools with a separate vendor)

- **Level Three - "Associate"** – The state contributes to the item bank, (**Task 1.1.6 only**) and may use components in their state for state-specific work. The state does not contribute to or have access to professional development components developed through the project.

B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.

2) These key contacts from each State and the lead state(s) will maintain frequent communication to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Signature — Date: JANUARY 6, 2010

Print Name: LITTIE GRAY — Title: INTERIM DIRECTOR-PROCUREMENT SERVICES

Authorized Lead SEA Official - Lead State
By its signature below, the lead state(s) hereby accepts the SEA as a Participating SEA in the Consortium

Official State Designee — Date

Print Name — Title

Please email this signed page by January 5, 2010 to

lynette.russell@dpi.wi.gov and pat.roschewski@nebraska.gov
or fax to
(Fax) 608.266.8770 and (Fax) 402.471.4311

****PLEASE email this signed page only by January 5, 2010****

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming to initiate a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

The signatory states shall be referred to as "Lead States" and hereby authorize Oregon to be the signatory for the Lead States in entering into MOUs with additional states that desire to participate under the same terms (Participating States). The terms of the MOU among the Lead States and between the Lead States and subsequent Participating States are set forth below.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.

2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.

3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
    a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
    b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
    c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
    d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
    e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
    f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
    g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
    h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
    i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
    j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
o. States in the Consortium will share common security protocols regarding test items.
p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Lead State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)

Signature: Lillie Gray — Date: January 6, 2010

Print Name: Lillie GRAY — Title: Interim Director - Procurement Services

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

Appendix B.12, part a

States Participating in the SMARTER Consortium
(as of January 13, 2010)

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium to provide high-quality summative assessments.

State	Date SMARTER MOU-Received	Lead or Participating State
Nebraska	January 4, 2010	Lead
Washington	January 4, 2010	Lead
Hawaii	January 4, 2010	Lead
Wyoming	January 5, 2010	Lead
Utah	January 5, 2010	Lead
Tennessee	January 5, 2010	Lead
Wisconsin	January 6, 2010	Lead
Kentucky	January 6, 2010	Participating
Kansas	January 6, 2010	Participating
Minnesota	January 6, 2010	Lead
Michigan	January 6, 2010	Lead
Ohio	January 6, 2010	Participating
South Carolina	January 6, 2010	Participating
Oregon	January 6, 2010	Lead
Montana	January 8, 2010	Participating
Illinois	January 8, 2010	Lead
Idaho	January 7, 2010	Lead
Delaware	January 7, 2010	Lead
Mississippi	January 11, 2010	Participating
District of Columbia	January 11, 2010	Participating
California	January 12, 2010	Participating
Colorado	January 13, 2010	Lead
Total # of states that have submitted signed MOUs for SMARTER	**22**	

Listed below are the states at have submitted a signed MOU to participate in SMARTER. In addition, included are those states that have submitted formal statements of their intent to participate in SMARTER, but are not able to submit a signed MOU in time for the Race to the Top Phase 1 application deadlines.

State	Status of SMARTER MOU
Nebraska	Signed
Washington	Signed
Hawaii	Signed
Wyoming	Signed
Utah	Signed
Tennessee	Signed
Wisconsin	Signed
New Mexico	To be signed after AG review
Kentucky	Signed
Kansas	Signed
Minnesota	Signed
Michigan	Signed
Ohio	Signed
South Carolina	Signed
Oregon	Signed
Montana	Signed
Illinois	Signed
Idaho	Signed
Delaware	Signed
Mississippi	Signed
District of Columbia	Signed
Colorado	Signed
California	Signed
Anticipated total # of states that will participate in SMARTER	**23**

Appendix B.12, part b

States Participating in the MOSAIC Consortium

(as of January 8, 2010)

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) consortium to provide high-quality summative assessments. Listed below are the states that have submitted a signed MOU to participate in MOSAIC.

State	Date MOSAIC MOU-Received	Lead or Participating State
Delaware	January 5, 2010	Participating
Hawaii	December 31, 2009	Participating
Idaho	December 22, 2009	Participating
Illinois	January 8, 2010	Participating
Iowa	January 5, 2010	Participating
Kansas	January 5, 2010	Participating
Kentucky	January 5, 2010	Participating
Maryland	January 5, 2010	Participating
Michigan	January 4, 2010	Participating
Minnesota	January 8, 2010	Participating
Mississippi	January 5, 2010	Participating
Missouri	January 5, 2010	Lead
Montana	January 7, 2010	Participating
Nebraska	January 6, 2010	Lead
New Jersey	January 5, 2010	Participating
Nor Dakota	January 5, 2010	Participating
Ohio	January 6, 2010	Participating
Oregon	January 6, 2010	Participating
Pennsylvania	January 8, 2010	Participating
South Carolina	January 6, 2010	Participating
South Dakota	January 4, 2010	Participating
Tennessee	January 5, 2010	Participating
Utah	January 5, 2010	Participating
Washington	January 4, 2010	Participating
Wisconsin	January 6, 2010	Lead
Wyoming	January 4, 2010	Participating
Total # of states that have submitted signed MOUs for MOSAIC	**26**	

ACHIEVEMENT STANDARDS

2009-10 Achievement Standards Summary

The charts below show the achievement standards (requirements to meet and exceed) for Oregon's Assessments of Knowledge and Skills (OAKS) by content area and grade or benchmark level. All students are required to take reading/literature and mathematics assessments in grades 3–8 and 10; in writing in grades 4, 7, and 10; and science in grades 5, 8, and 10. Assessments in social sciences are optional; however, they may be required by some districts or schools. For detailed assessment information, refer to the 2009-10 Test Administration Manual (www.ode.state.or.us/go/TAM). It provides timelines, options, and procedures that ensure both test reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district.

Grade 3	MEET	EXCEED
Reading/Literature	204	218
Mathematics	205	217
Writing, Speaking, Science, Social Sciences	No state test	

Grade 6	MEET	EXCEED
Reading/Literature	222	234
Mathematics	221	232
Writing, Speaking, Science, Social Sciences	No state test	

Grade 4	MEET	EXCEED
Reading/Literature	211	223
Writing • Composite score • Minimum score in each trait • Conventions score	• 32 to 39* (out of 48) • 3 (out of 6) • Not doubled	• 40 to 48 (out of 48) • 4 (out of 6) • Not doubled
Voice and Word Choice are not included in the achievement standard. * A composite score of 28 to 31 points conditionally meets the standard. The school district may determine that the standard has been met IF that student has met all writing local performance requirements.		
Mathematics	212	225
Speaking, Science, and Social Sciences	No state test	

Grade 7	MEET	EXCEED
Reading/Literature	227	239
Writing • Composite score • Minimum score in each trait • Conventions score	• 40 to 49* (out of 60) • 3 (out of 6) • Doubled	• 50 to 60* (out of 60) • 4 (out of 6) • Doubled
Voice and Word Choice are not included in the achievement standard. * A composite score of 35 to 39 points conditionally meets the standard. The school district may determine that the standard has been met IF that student has met all writing local performance requirements.		
Mathematics	226	238
Speaking, Science, and Social Sciences	No state test	

Grade 5	MEET	EXCEED
Reading/Literature	218	230
Mathematics	218	229
Science	225	238
Social Sciences #	215	225
# Optional state test; may be required by districts or schools.		
Writing, Speaking	No state test	

Grade 8	MEET	EXCEED
Reading/Literature	231	241
Mathematics	230	241
Science	234	246
Social Sciences #	231	241
# Optional state test; may be required by districts or schools.		
Writing, Speaking	No state test	

High School	Achievement Standards[1] for Purposes of Accountability and High School Diploma [2] (Beginning for Class of 2012)		Oregon Assessment of Knowledge and Skills (OAKS) is one option to provide evidence of proficiency in Essential Skills.	
Subject Area	**Meets**	**Exceeds**	**Notes**	**Essential Skill**
Reading/ Literature	236	248	Content of the 2009-2010 OAKS Reading/Literature Assessment is based on the Grade Level Content Standards adopted in 2002-2003.	Read and comprehend a variety of text
Writing • Composite score • Minimum score allowed in any trait • Conventions score	• 40 to 49 (out of 60) • 3 (out of 6) • Doubled	• 50 to 60 • 4 (out of 6) • Doubled	• A composite score of 35 to 39 conditionally meets the standard. The district may determine that the standard has been met `if that student has met all writing local performance requirements. • Scores on Voice and Word Choice traits are not included in the achievement standard.	Write clearly and accurately
Mathematics	236	246	Content of the 2009-10 OAKS Mathematics test is based on the Grade Level Content Standards adopted in 2002.	Apply mathematics in a variety of settings
Science	240	249	Content of the 2009-10 OAKS Science is based on the Content Standards adopted in 2001.	
Social Sciences	239	249	Optional state assessment; Content of the 2009-10 OAKS Social Sciences Assessment is based on the Content Standards adopted in 2001.	

[1] In future years, Achievement Standards may change for the purposes of accountability and earning a high school diploma.

[2] For purposes of demonstrating mastery of Essential Skills, students must meet the achievement standards in effect during their 8th grade year. However, students may use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8th grade year. In addition, students may demonstrate proficiency in the Essential Skills using additional assessment options adopted in their 9th through 12th grade years.

ACHIEVEMENT STANDARDS FOR WORK SAMPLES

A Look at Work Samples As Required Local Performance Assessments
(Grades 3 – 8 and High School)

Local performance assessments evaluate the application of students' knowledge and skills. OAR 581-22-0615 Assessment of Essential Skills requires students to complete one or more local performance assessments for each assessed skill area per year in grades 3-8 and at least once in high school. The table below outlines the achievement standards for work samples scored with an official state scoring guide and used as a local performance assessment. For detailed assessment information refer to the 2009-10 Test Administration Manual at www.ode.state.or.us/go/TAM. It provides work sample guidelines, options, and procedures that help ensure both work sample reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district.

Skill Area (Official State Scoring Guide)	Grade	Achievement Standard for Purpose of Local Performance Assessment		Notes about Work Samples
		Meets (out of 6)	Exceeds (out of 6)	
Writing	Grade 3	3	4	Grade 3 students are not held to a standard in Sentence Fluency.
	Grades 4-8 and High School	4	5	Voice and Word Choice may be scored but are not required traits. Exemplars reflect expectations at each grade level.
Speaking	Grade 3	3	4	Grade 3 students are not held to a standard in Language.
	Grades 4-8 and High School	4	5	Exemplars reflect expectations at each grade level.
Mathematics Problem Solving	Grades 3-8 and High School	4	5	Exemplars reflect expectations at each grade level.
Scientific Inquiry	Grades 3-8 and High School	4	5	Separate official scoring guides exist for each grade/band (Grade 3, Benchmark 2 (Grades 4-5), Benchmark 3 (Grades 6-8), and High School).
Optional In addition, one social science analysis work sample that is administered in accordance with local policies may be used as a local performance assessment for grades 3 through 8 and for high school.				
Social Science Analysis	Benchmark 3 (Grades 6-8) and High School	4	5	Separate official scoring guides exist for 6-8 and for high school.

Related Web Links:
Official State Scoring Guides: http://www.ode.state.or.us/search/page/?id=32
Exemplars of scored work samples are currently found on subject-specific assessment pages linked from: http://www.ode.state.or.us/search/page/?id=1307

Using Work Samples to Assess Essential Skills for the Oregon Diploma

The graduating class of 2012 will be required to demonstrate proficiency in the first of the Essential Skills, Reading. (See chart below for implementation schedule.) Work samples are one assessment option that high school students may use to demonstrate they are proficient in the Essential Skills. Regarding demonstration of proficiency in the Essential Skills, districts must:

- provide students with instruction in and multiple assessment opportunities to demonstrate proficiency in the Essential Skills for the purpose of earning a high school or modified diploma.
- allow students to use assessment options adopted in a student's 9th through 12th grade years.
- allow students to use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8th grade year.

At the high school level, students may use work samples to fulfill both the local performance assessment and the Essential Skills requirements. The table below describes the achievement standard for work samples scored for the purpose of demonstrating proficiency in the Essential Skills with regard to conferring a high school diploma.

Essential Skill	Number and Types of Work Samples	Scoring Guide	First Year Implemented	Achievement Standard for Purpose of Conferring High School Diploma (Cut Scores)
Read and comprehend a variety of text	2 total work samples: • at least one must be informative • the second may be infomative or literary	Official Reading Scoring Guide	Class of 2012	Total score of 12 (6-point scale) across 3 traits; score of 5 or 6 on all traits to exceed.
Write clearly and accurately	3 total work samples: • one expository • one persuasive • one narrative sample	Official Writing Scoring Guide	Class of 2013	Score of 4 (6-point scale) to meet in each required trait; score of 5 or 6 to exceed.
Apply mathematics in a variety of settings	2 total work samples: One each from two of these: • geometry • algebraic relationships • statistics/probability	Official Mathematics Problem Solving Scoring Guide	Class of 2014	Score of 4 (6-point scale) to meet in each required trait; score of 5 or 6 to exceed.

Appendix B.15

Goals, Activities, Timeline, and Responsible Parties

Goals	Standards and Assessments Activities and Timeline	Responsible Parties
1. Adopt Common Core Standards in: a. English Language Arts (ELA) b. Mathematics c. Science (85% of content standards must be common across states participating in the consortium.)	**Year 1** **Alignment of State and Common Core Standards** - Provide timeline to present common core standards to the State Board of Education for adoption (see table in Appendix B.9) - Align standards across grades in the three content areas - Write final report on alignment of standards with common core standards (see Appendix B.12 for the State's implementation plan of standards) **Year 1** **Assessment of common core standards** - Identify needs for assessment development or revisions to current assessments based on common core standards and consultation with ADP and CAP. Take into account alignment with other international assessments - Fine-tune proficiency assessment system for high schools - Revise summative assessments to align with common core standards **Years 2 and 3** **Communication of common core standards to districts** - Communicate the adoption of the common core standards to districts - Develop a plan with the district on steps for providing professional development to in-service teachers and administrators to support their transition from old standards to common core standards **Ensuring deep understanding of common core standards and effective delivery of these standards to pre-service teachers** - Develop a plan with higher education institutions on steps for providing professional development to pre-service teachers and administrators to ensure their deep understanding of the common core standards and how to assess these standards	Oregon Department of Education (ODE), State Board of Education, LEAs, IHEs

2. Internationally benchmark and align high school criteria and college entrance requirements	**Year 1** - Develop a plan on how discrepancies between the common core standards, the Oregon Diploma, and university entrance requirements will be addressed following UEE work plan. **Years 1 and 2** - Fine-tune proficiency assessments aligned with common core standards including specific rubrics for scoring, examples and non-examples of student work following ODE's initial work. **Year 2** - Implement plan to address discrepancies among standards across grades following the PK-20 redesign plan from UEE	A team of key stakeholders from LEAs, ODE, Oregon Department of Community Colleges and Workforce Development, and the Oregon University System (OUS)
3. Acquire and implement high-quality instructional materials and assessments	**Year 1** - Guidelines for the adoption of math and science curricula will be developed by expert teachers and faculty at higher education institutions including design of instruction and experts on use of effective instructional principles. - Plan for the roll-out of professional development to enhance instructional materials - Complete studies in math and reading on formative assessments. Project under development by University of Oregon assessment experts in partnership with districts (*e.g.*, HSD study, SLDS grant). **Year 2** - Adoption by districts of research-based core programs across grades in the three content areas. For reading, guidelines for adoption are provided in the Oregon Literacy Framework. (If districts have already adopted a research-based program, this step is not necessary.) - Providing professional development on the interpretation of data from formative assessments and the implementation of best instructional practices based on a data-driven decision-making framework.	For materials: Team of experts in the different content areas, in instructional design and assessment

4. Deliver high-quality professional development to support the transition to new standards and assessments and engage in other strategies that translate the standards and information from assessments into classroom practice.	**Year 1** - Plan professional development including (a) delivery of PD through different means (e.g., summer conference with follow-up, webinars, summer academies); (b) development of content for PD; (c) logistics for providing PD - Plan support throughout the year within districts and schools - Develop evaluation and teacher accountability assessment for implementation of PD - Determine best ways to allocate time for teacher discussion and planning of implementation and delivery of new standards. Identify facilitator and determine clearly the role of facilitator during these discussions. - Develop plan for more specialized PD for districts/schools with a high population of English learners. Plan should include scaffolding strategies, allocating more time for academic language development, aligning language development instruction with content area instruction. - Establish a communication network that help practitioners learn from each other - Plan with outreach team in districts PD to increase parental engagement in schools, particularly for minority parents. **Year 2** - Implement professional development plan - Plan to provide more intensive PD through summer academies and increasing support during the year to schools with low data and low implementation of new standards (e.g., summer academies) **Year 3** - Provide specialized PD based on student outcomes and teacher observations/evaluations through summer academies, in-service days. - Develop a communication network among parents. Use communications plan/campaign experience from earlier initiatives to guide communication network - Evaluate PD school plan rolled out in Year 2, and fine-tune delivery of plan. **Year 4** - Evaluate PD plan based on (a) student academic performance across grades, and reduction of high school dropout rate; (b) teacher knowledge of standards; (c) teacher delivery of standards; (d) teacher use of assessments to make instructional decisions.	University of Oregon professional development groups in partnership with other institutions that provide professional development (*e.g.*, OUS; Northwest Lab) Expert teachers in the building (experts in the content area *and* in features of effective instruction)

OUS Entering Freshman Profile for Oregon High Schools

The Entering Freshman Profile is sent to all Oregon high schools to provide information about student performance at Oregon University System (OUS) institutions. The profile includes students who graduated from an Oregon public high school and attended an OUS institution as first-time freshmen (FTF) during the subsequent academic year. In addition to traditional data, student performance on high school benchmark state assessments is compared with subsequent performance in the first year of college.

Information on data sources and methodology is available here.

Please notify me by email when the data is released each year.

Email: [ ] submit

What's New November 16, 2009
The Entering Freshman Profile has undergone a significant overhaul in design and methodology. New additions include:

- **High school class of 2008 available!**
- Trend charts on enrollment and persistence
- Percentage of graduating class attending OUS (public schools only)
- District and state level reports
- Curriculum transition reports for IDTS schools

Please contact ir@ous.edu or 541.346.5827 with questions about these reports.

Entering Freshman Profiles

Oregon High Schools

Select high school: [ ]

Select year: Please select one of the options above first

Get Profile

Oregon Districts

Select district: [ ]

Select year: Please select one of the options above first

Get Profile

State Report

State Report

2008

Get Profile

Curriculum Transitions

Oregon High Schools

Select high school:

Please select one of the options above first

Get Curricular Report

Note: Curriculum Transition Reports are only available for schools participating in the Integrated Data Transfer System (IDTS). For information on how to get involved, please contact Lisa Mentz at lisa_mentz@ous.edu.

Appendix B.16

The Oregon Administrative Rules (OARs) contain rules filed through November 13, 2009

OREGON DEPARTMENT OF EDUCATION

DIVISION 22

STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

581-022-1130

Diploma Requirements

(1) Each district school board and public charter school with jurisdiction over high school programs shall award diplomas to all students who fulfill all state requirements as described in sections (2) to (11) of this rule and all local school district requirements as described in district school board policies or all public charter school requirements as described in the policies or charter of the public charter school.

(2) Unit of Credit Requirements for students graduating before July 1, 2009:

(a) Each student shall earn a minimum of 22 units of credit to include at least:

(A) English Language Arts -- 3 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics -- 2;

(C) Science -- 2;

(D) Social Sciences 3 -- (including history, civics, geography and economics (including personal finance);

(E) Health Education -- 1;

(F) Physical Education -- 1;

(G) Career and Technical Education, The Arts or Second Language -- 1 (one unit shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 22;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(3) Except as provided in section (4) of this rule, Unit of Credit Requirements for students graduating on or after July 1, 2009 and before July 1, 2012:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts -- 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics -- 3;

(C) Science -- 2;

(D) Social Sciences 3 -- (including history, civics, geography and economics (including personal finance);

(E) Health Education -- 1;

(F) Physical Education -- 1;

(G) Career and Technical Education, The Arts or Second Language 1 (one unit shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(4) Notwithstanding sections (2) and (3) of this rule, for students who began grade 9 during the 2005-2006 school year and who attended school during the 2006-2007, 2007-2008 and 2008-2009 school years, the unit of credits required for graduating is as described in section (2) of this rule if the student graduates prior to July 1, 2010.

(5) Unit of Credit Requirements for students graduating on or after July 1, 2012:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts -- 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics -- 3;

(C) Science -- 3;

(D) Social Sciences 3 -- (including history, civics, geography and economics (including personal finance));

(E) Health Education -- 1;

(F) Physical Education -- 1;

(G) Career and Technical Education, The Arts or Second Language -- 3 (units shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(6) Unit of Credit Requirements for students graduating on or after July 1, 2014:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts -- 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics -- 3 (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

(C) Science -- 3;

(D) Social Sciences 3 -- (including history, civics, geography and economics (including personal finance);

(E) Health Education -- 1;

(F) Physical Education -- 1;

(G) Career and Technical Education, The Arts or Second Language -- 3 (units shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(7) Each student shall demonstrate proficiency in essential skills adopted by the State Board of Education as provided in OAR 581-022-0615;

(8) School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Guidance Program as defined in OAR 581-022-1510.

(9) Each student shall develop an education plan and build an education profile.

(a) Each student shall develop an education plan that:

(A) Identifies personal and career interests;

(B) Identifies tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);

(C) Sets goals to prepare for transitions to next steps identified in section (7)(b);

(D) Designs, monitors and adjusts a course of study that meets the interest and goals of the student as described in subsection (a)(A), (B) and (C) of this rule that includes but is not limited to:

(i) Appropriate coursework and learning experiences;

(ii) Identified career-related learning experiences; and

(iii) Identified extended application opportunities.

(b) Through the education profile each student shall:

(A) Monitor progress and achievement toward standards including:

(i) Content standards;

(ii) Essential skills;

(iii) Extended application standard; and

(iv) Other standards where appropriate (e.g. industry standards).

(B) Document other personal accomplishments determined by the student or school district.

(C) Review progress and achievement in subsection (b)(A) and (B) of this subsection at least annually.

(10) Each student shall build a collection of evidence, or include evidence in existing collections(s), to demonstrate extended application (as defined in OAR 581-022-0102);

(11) Each student shall participate in career-related learning experiences outlined in the education plan (as defined in OAR 581-022-0102);

(12) Notwithstanding sections (1) to (11) of this rule, each district school board or public charter school governing board with jurisdiction over high school programs shall award a modified diploma to those students who have demonstrated the inability to meet the full set of academic content standards even with reasonable modifications and accommodations and who fulfill all requirements as described in OAR 581-022-1134.

(13) Notwithstanding sections (1) to (11) of this rule and as provided in OAR 581-022-1135, schools districts and public charter schools shall make an alternative certificate available to students as an alternative for students who do not obtain the regular diploma or modified diploma.

(14) Attendance Requirements:

(a) Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements;

(b) Notwithstanding subsection (a) of this section, a student may satisfy the requirements of section (2) or (3) of this rule in less than four years. If the school district or public charter school has the consent of the student's parent or guardian, a school district or public charter school shall award a diploma to a student upon request from the student, if the diploma is awarded:

(A) Prior to July 1, 2009 and the student satisfies the requirements of section (2) of this rule.

(B) On or after July 1, 2009 and before July 1, 2012 and the student satisfies the requirements of section (3) or (4) of this rule.

(C) On or after July 1, 2012 and before July 1, 2014 and the student satisfies the requirements of section (5) of this rule.

(D) On or after July 1, 2014 and the student satisfies the requirements of section (6) of this rule.

(c) If a school district or public charter school has the consent of a student's parent or guardian, the school district or public charter school may advance the student to the next grade level if the student has satisfied the requirements for the student's current grade level.

(d) The requirement for obtaining the consent of a student's parent or guardian under subsections (b) and (c) of this section does not apply to a student who is:

(A) Emancipated pursuant to ORS 419B.550 to 419B.558; or

(B) 18 years of age or older.

(e) The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences;

(f) With any modification of the attendance requirements for graduation, school district and public charter school staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district or public charter school guidelines and the wishes of parents and guardians.

Stat. Auth.: ORS 326.051 & 329.451
Stats. Implemented: ORS 326.051, 329.451 & 339.280
Hist.: EB 2-1997, f. 3-27-97, cert. ef. 9-1-97; ODE 12-2002, f. & cert. ef. 4-15-02; ODE 18-2006, f. 12-11-06, cert. ef. 12-12-06; ODE 18-2007, f. & cert. ef. 9-10-07; ODE 18-2008, f. & cert. ef. 6-27-08; ODE 5-2009(Temp), f. 6-29-09, cert. ef. 6-30-09 thru 12-22-09

581-022-1131

Credit Options

(1) A school district or public charter school shall grant required and elective credit towards the diploma or a modified diploma, provided the method for accruing such credit is described in the student's personal education plan and the student earns the credit by meeting the requirements of one or more of the options described in this rule.

(2) Each school district or public charter school shall offer students the option for earning each credit required for the diploma or a modified diploma by successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning) in a course of at least 130 clock hours in accordance with OAR 581-022-0102. The classroom or equivalent work must meet Common Curriculum Goals and academic content standards required by OAR 581-022-1210.

(3) In addition to the option of earning credit required by section (2) of this rule, a school district or charter school may offer one or more of the options described in section (4) of this rule for earning credits. The school district or charter school must identify by district or school policy which options are available to students for earning credits.

(4) A school district or charter school may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by any one or more of the following options:

(a) Successfully completes classroom or equivalent work designed to measure proficiency or mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary;

(b) Successfully passes an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills);

(c) Provides a collection of work or other assessment evidence which demonstrates proficiency or mastery of identified standards (knowledge and skills); and

(d) Provides documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.); or

(e) Successfully completes a combination of the options set out in section (2) and this section of this rule.

Stat. Auth.: ORS 326.051
Stats. Implemented: ORS 326.051
Hist.: ODE 4-2003, f. & cert. ef. 3-14-03; ODE 2-2009, f. & cert. ef. 4-23-09

THE OREGON DIPLOMA
Moving Education Forward

TIMELINE AND PHASE-IN FOR OREGON DIPLOMA REQUIREMENTS

The changes to the diploma will be phased in over the next seven years to allow students, families, teachers, schools and districts time to adequately prepare to meet the new requirements. The chart below is marked in light grey to show when each change comes into effect.

Credits by Subject	**Graduating Class of 2009**	**Graduating Class of 2010** *(11th Graders in 2008-09)*	**Graduating Class of 2012** *(9th Graders in 2008-09)*	**Graduating Class of 2014** *(7th Graders in 2008-09)*
English/Language Arts	3	4	4	4
Mathematics	2	3	3	3 - Algebra I & above*
Science	2	2	3 - Scientific Inquiry & Lab Experiences*♦	3
Social Sciences	3	3	3	3
Physical Education	1	1	1	1
Health	1	1	1	1
Second Language The Arts Career &Technical Ed	1	1	3	3
Electives	9	9	6	6
Total Credits	**22**	**24**	**24**	**24**

*Applied and integrated courses aligned to standards can meet credit requirements.

♦Lab experiences (2 credits) can take place outside of the school in field-based experiences.

	Graduating Class of 2009	**Graduating Class of 2010** *(11th Graders in 2008-09)*	**Graduating Class of 2012** *(9th Graders in 2008-09)*	**Graduating Class of 2014** *(7th Graders in 2008-09)*
Proficiency in Essential Skills			✓	✓
Education Plan & Profile	✓	✓	✓	✓
Career-Related Learning Experiences	✓	✓	✓	✓
Extended Application	✓	✓	✓	✓
Career-Related Learning Standards	✓	✓		

Please note: These are the **minimum** graduation requirements set by the state. Individual districts may have additional requirements.

Status Report 11/1/2005 – 6/15/2007

Implementation of Oregon PK-20 Redesign Workplan

PK-20 begins with pre-kindergarten and extends to graduate education, including preparing educators to staff a high quality education enterprise.

Key Policy Goal:
Develop a connected and integrated system that promotes smooth and successful student transition from Pre-K-12 to their next steps – further education, training, and workforce.

The State Board of Education (K-12/community colleges) met with members of the Board of Higher Education in summer 2005 to discuss systems-related issues including a PK-20 vision for education, systems alignment, high school diploma, integrated data systems, and unified education enterprise budget. The Workforce Investment Board also developed a strategic plan to help integrate the education and workforce systems with state economic priorities. The Joint Boards of Education, in collaboration with the Governor's Office, has developed this workplan focused on PK-20 redesign including related workforce initiatives. Resources from multiple sources support implementation. Status reports are available on a regular basis at www.ode.state.or.us/go/PK-20 and via mailings to partners and stakeholders. Status is reported by: 1) the sector(s) leading activities; 2) key resources supporting activities (color code below); 3) brief descriptions of progress; and 4) lead staff. Reports focus on systemic, large-scale activities related to the workplan. Changes to the workplan are expected as boards and partners assess progress in implementation.

- Major support from the Gates Foundation for Joint Boards Initiative: In fall 2005, the Gates Foundation awarded the Oregon Department of Education a $1.75 million grant to support statewide efforts to redesign high schools and address PK-20 systemic improvements (11/05 – 6/07). Led by the Joint Boards in partnership with the Governor's Office, the grant addresses four areas: 1) high school graduation/diploma requirements, 2) systems alignment/integration, 3) PK-20 budget/system performance measures, and 4) communications.
- Major support from state-support (legislative policy package) from 2005-07.
- Major support from Wallace Foundation.
- Major support from federal grant(s) including workforce funds.
- Major support from foundations supporting E3 Oregon Small Schools Initiative (Gates Foundation, Meyer Memorial Trust; Chalkboard Project (Collins Foundation, Ford Family Foundation, JELD-WEN Foundation, Meyer Memorial Trust, Oregon Community Foundation); Oregon Business Council (Lumina Foundation).
- Governor's recommended budget to Legislature, 2007-09.

Corrections, additions, and comments are encouraged to ensure accuracy and currency of information – please send to PK-20 Redesign: K20rdsn.Gates@ode.state.or.us
For questions regarding sector/agency initiatives, contact: Oregon Department of Education– Salam Noor, Assistant Superintendent, 503-378-3600 x 2230; Department of Community College and Workforce Development–Connie Green, PK-20 Policy Advisor, 503-378-8648 x 468; Oregon University System–Susan Weeks, Vice Chancellor for Strategic Programs and Planning, 541-346-57453

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
Goal #1: Restore the value of the high school diploma and increase high school graduation requirements				
1A: Review course requirements for high school students, increase the number of credits required for graduation in core subjects, and develop proficiency-based diploma based on alternative assessment and evaluation models	✓ ODE prepared briefing papers on high school course requirements in Oregon/other states. ✓ SBE reviewed briefing papers 2/06. ✓ ODE prepared 3 diploma options for increasing credits for graduation; SBE reviewed diploma options 2/06 and 3/06; straw vote on options. ✓ Staff revisions at SBE 4/06 meeting. ✓ SBE policy consensus restated at 3/06 meeting: proficiency-based diploma based on multiple assessments; i.e., proficiency-based credit system (credit awarded when proficiency demonstrated by multiple methods). [*SBE established credit proficiency policy in 2002.*] ✓ SBE "leanings" vote at 5/06 and 6/06 meetings on diploma requirements. ✓ ODE created products for review by target groups prior to SBE retreat 8/06. ✓ ODE staff/SBE member attended Achieve national meeting 6/13-14 to learn strategies from 20+ states adopting/implementing new diploma requirements. ✓ SBE retreat 8/06 on high school diploma requirements; 100+ stakeholders met 8/24 to review board policy leanings. ✓ Stakeholder input sought via questionnaires and town meetings. ✓ ODE worked with consultants to conduct research/work with SBE and Joint Boards on strategies for course requirements, graduation requirements, proficiency-based diploma, high school exit proficiencies, redesign issues. ✓ SBE passed resolution 1/18/07 to support changes in diploma requirements. ✓ SBE established Implementation Advisory Task Force (20 members) representing PK-20 institutions from throughout Oregon and key stakeholders/partners to assist SBE and ODE with implementation of new requirements over 18-24 month roll out and implementation. Superintendent and Governor jointly appointing Task Force, and assigning staff to coordinate committee work including agendas/schedules. ✓ Other subcommittees will be created to deal	✓ CCWD working with Presidents, CIA, and CSSA on new diploma requirements and assessments. ✓ 5/07: CIA discusses entrance, assessment, and college standards as they relate to West Ed report. *Lead staff: Connie Green//CCWD*	✓ OUS Admission Directors meeting to consider changes in admission to the public universities to align with the increasing high school diploma requirements expected to be adopted by the SBE. Under discussion has been additional requirement of 3rd unit of science, with 2 lab sciences required; and 3 units of math to include Algebra I, II, and Geometry. ✓ Admission Directors decided not to require addition of 3rd year of science though they will recommend 3rd year. *Lead staff: Robert Mercer/OUS* ✓ OUS-ODE moderation panels met to comment on high school diploma. ✓ OUS facilitated cross sector group to synthesize feedback and make final recommendations to SBE on high school diploma requirements. *Lead staff: Mark Endsley/OUS*	✓ OWIB includes business and labor advocacy for proficiency-based diploma in strategic plan. *Lead staff: Lita Colligan/Gov's office* ✓ TSPC reviewing licensure structure in science to ensure compatibility with proposed increased science requirements; work to complete 5/07. To review scope of math licenses in light of new requirements. Dialogue with stakeholders at 8/07 meeting. *Lead Staff: Vickie Chamberlain/TSPC* ✓ Joint Boards met 11/2/06 to receive overview of "The Oregon Diploma" under development by SBE. Joint Board reviewed video on new diploma/background, and received 2-page summary of credit requirements, proficiency options, essential skills, education plan and profile, and policy issues. ✓ $10 million to prepare for new high school grad requirements. *Governor's Proposed Budget* ✓ Develop "growth" model for assessing academic achievement K-12 students ($1.8 million). Fund continuation of assessment system required by Education Act for 21st Century + No Child Left Behind. $1.7 million investment in professional development for teachers/administrators in using assessment data to improve student achievement. *Governor's Proposed Budget* ✓ Amendments to HB 2263/2848 before Senate Ed Committee in 6/07. CIM/CAM language would be removed from statute, accountability linked to Comprehensive Improvement

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	with more specific issues such as cost of implementation, proficiency-credit requirements, Essential Skills, and others as the need arises. ✓ 1st New High School Diploma Implementation Advisory Task Force meeting 6/14/07. *Lead staff: Salam Noor/ODE*			Plans, and state would pay for college entrance exam in 10th grade for all students. Hearings 6/07.
1B: Ensure the rigor and relevance of Oregon's K-12 content standards and assessments	✓ RFP (Performance Standards Setting Solicitation) offered to enable ODE to work with contractor to review state's approach to standards-based education and recommend improvements; review alignment of state content standards, test specifications, and statewide assessments; and review K-12 content standards. ✓ Contract awarded to CTB McGraw-Hill to lead process to re-establish Academic Achievement Standards on statewide assessment. Some 275 educators, parents, and community leaders meeting 12/06 to recommend cut-scores on tests in reading, math, science, and English Language Proficiency Assessment. Panel recommendations to be reviewed in face-to-face meetings at 7 regional locations, conferences, and web-based video and survey instruments 1-2/07. ✓ SBE adopted new Achievement Standards at 3/16/07 meeting. ✓ Contract for review of standards-based education awarded to WestED. ✓ Preliminary report on standards-based work to ODE 1/9/2007. Timeline: 1/22/07, interviews with policymakers/stakeholders; 4/09/07, final report on alignment received; 4/26/07, draft report on content standards received; 5/02/07, Critical Friends Advisory Group reviews Essential Questions; 5/18/07, presentation to SBE on content standards and assessment review; 6/22/07, status report to SBE on content standards and assessment review; 7/17/07, draft of final report on content standards expected; 7/31/07, final report expected; 8/8/07, presentation of findings at Superintendent's Summer Institute ✓ Updates on progress of standards-based		✓ OUS-ODE moderation panels met to consider assessment alignment. Revisions to current assessment correlations with PASS standards will align with SBE adoption of revised achievement standards for statewide assessment. *Lead staff: Mark Endsley/OUS*	✓ OWIB connects needs of business/economic strategies, and makes strategic investments in systems alignment. *Lead staff: Lita Colligan/Gov's Office* ✓ TSPC reviewing licensure exams compared to adopted K-12 content standards. New tests being developed in Administrator and ESOL licensure areas. Frameworks being developed with implementation Fall 2009. *Lead staff: Keith Menk/TSPC* ✓ UEE and JBAC considering General Education Outcomes as they apply to 12th grade performance standards. *Lead staff: Elaine Yandle/Roth/CCWD, Karen Sprague/OUS*

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	review + reports/resources from WestED at: www.ode.state.or.us/teachlearn/real/standards/StandardsReview.aspx *Lead staff: Michelle Hooper, Colleen Mileham, Kathleen Vanderwall, Tony Alpert/ODE*			
1C: **Review current system capacity, need, and cost for developing larger teacher pool**	✓ ODE reviewed fiscal impacts of increasing graduation requirements. *Lead staff: Salam Noor/ODE* ✓ ODE worked with contractor and TSPC to complete supply and demand study of new licensees produced in Oregon institutions and other states, emphasizing math, science, and foreign languages. *Lead staff: Salam Noor, ODE*		✓ 3/05-1/07 grant: increasing number of highly qualified teachers in Oregon's highest need schools and mentoring those teachers in 1st year teaching. *Lead staff: Meredith Brodsky, TRI-WOU*	✓ TSPC hosting educator supply/ demand data at website via collaborative agreement with ODE effective 5/07. Stake-holders to be invited to link to website. To be posted 5/7/07. ✓ TSPC reviewing staff capacity (cannot keep up with demand). ✓ Budget package contains 2.5 FTE; approval still pending. *Lead staff: Vickie Chamberlain/TSPC*
1D: **Increase access to and success in postsecondary education through enhanced advising and other student support**	✓ OAR 581-022-1120 & 581-022-11130 (*amended 3/02*) requires students to develop educational plan based on personal interests and tentative career goals – updated at least annually; build educational profile documenting progress; demonstrate career-related knowledge/skills in various areas; participate in personally relevant career-related learning experiences; and meet specific academic performance standards. ✓ 2007 high school graduation class will have plan/profile in place. *Lead staff: Theresa Levy/ODE* ✓ OAR 581-022-1367 (3) Expanded Options. In cooperation with an advisory support team (may include the student, student's parent or guardian and a teacher or counselor), develop an educational learning plan consistent with OAR 581-022-1130 (3) Diploma Requirements, which may include: (a) short-term and long-term learning goals and proposed activities, (b) relationship of the eligible post-secondary course proposed under the Expanded Options Program and the student's learning goals. *Lead Staff: Susanne Daggett, Jim Schoelkopf/ODE* ✓ ODE is partnering with ECMC Foundation to present a *Realizing the College Dream*	✓ Community colleges met with OUS/ campus representatives for ATLAS. ✓ With current funds, ATLAS to upload unofficial transcripts, perform degree audits at OUS level but legislative funding needed for colleges to establish degree audit processes within own institution before implementing ATLAS. ✓ Community colleges will not ask for ATLAS resources; will request funding for OFAX-financial aid data exchange to make transfer easier. ✓ Community colleges reviewing individual degree audit programs to which ATLAS will ultimately link. Colleges that have degree audit in place may begin to use ATLAS. *Lead staff: Connie Green/CCWD* ✓ Oregon Pathways Alliance: 11 community colleges implementing career pathways in demand occupations for high school students transitioning to postsecondary and adults re-entering postsecondary. *Lead staff: Mimi Maduro/CCWD* ✓ Pathways Statewide Initiative: providing technical assistance to	✓ OUS established Steering Committee with representatives from all 7 OUS schools to meet throughout 2006. ✓ ATLAS enables students and advisors to help plan/map successful path toward a college degree. Software allows users to know which courses at institution are equivalent to courses at other institutions even though course titles/numbers differ. ✓ OUS provides roadmap for campus-based work to implement ATLAS, central coordination, some resources (4-year schools and 2 community colleges). ✓ Campus teams develop own plans based on where they are now. ✓ By 9/06, plans approved for EOU, OIT, WOU, SOU. Drafts submitted for approval from UO and PSU. ✓ By 8/06, universities ready to bring up ATLAS functionality; Banner/SCT CAPP barriers being resolved – Banner schools will share a server for ATLAS and DARS schools will each have their own servers. ✓ Licenses paid for all to use ATLAS. ✓ Contracts pending for CAS and interface.	✓ OSAC began ASPIRE (1998) to ensure scholarships do not go to only top students, and help high school students explore options: 4- and 2-year schools, trade schools, career schools, etc. ✓ Most ASPIRE students are 1st generation, low income. In 2005, 74 high schools participated, staff trained 688 volunteer advisors. ✓ OED/OWIB expanded marketing and alignment of career information and job marketing tools (CIS, OLMIS, iMatchSKills) *Lead staff: Lita Colligan, Gov's Office* ✓ Partnership for Student Success of E3: Business, school, and civic leaders form local leadership team to focus on academic challenges facing students. E3 recruits employers/ community members as mentors and role models for targeted students. *Lead staff: Kyle Ritch/E3* ✓ Increase ASPIRE budget by $1.3 million General Fund allowing it to expand from 83 schools to 150 by end of biennium. *Governor's Proposed Budget*

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	workshop for educators highlighting the value of higher education and financial aid opportunities available. One-day workshop is scheduled for 10/12/07. Curriculum supports teachers, counselors and youth development specialists in their work to increase expectations of attending college by low income and 1st generation students and their families. Workshops help educators provide students with opportunity to think of themselves as future college students and debunk myth they cannot afford college. *Lead staff: Gene Evans, ODE*	community colleges implementing Career Pathways *Lead staff: Mimi Maduro/CCWD* ✓ Incentive Grant Award received by Oregon for 3rd year from USDOE/USDOL awarded to community colleges to advance career pathways to increase student completion and success *Lead staff: Candace Norwood/CCWD*	✓ Articulation listserv created to encourage communication/sharing. ✓ Programming of missing interface for CAPP schools completed 2/28/07 *Lead staff: Mark Endsley/OUS*	✓ $110 million to implement Shared Responsibility Model in 2nd year of biennium; includes $98.4 million General Fund of which $35 million to be available from proposal to increase minimum payments under corporate income tax. *Governor's Proposed Budget* ✓ Oregon House Higher Education Subcommittee held public hearing 1/24/07 on HB 2245 to establish ASPIRE program within OSAC: to provide mentoring/resources to help students access education and increase college-going rates for underserved populations, strengthen academic preparedness, educate students on academic goal attainment.
		✓ EDP 3/06 meeting heard report on 2 legislative proposals developed by retention team: Early Access and Success Program, and Advising–First Generation Students; and whether Oregon Transfer Module has been marketed well to students/how students can be better advised. ✓ EDP 4/06 meeting reviewed budget policy option packages in development.		
			✓ GEAR UP: OUS leads 5-year state program (begun 2002) working with 39 schools in 16 clusters (high school, feeder middle schools, university). ✓ Goal: ensure low-income middle/high school students are prepared for, pursue, and succeed in postsecondary. ✓ Most activities are generated by staff in middle/high schools to enhance student academic development, teacher and counselor professional development, community involvement, school and college outreach and partnerships. ✓ 9 academic enrichment programs to be held summer at EOU, LCC, OIT, OSU, RCC, SOCC, SOU, UO– to expose middle and high school students to campus life while providing them with academic experiences to enhance academic preparation. *Lead staff: Stephanie Carnahan/OUS*	

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
1E: Increase access to and success in postsecondary education through accelerated learning options for students including Advanced Placement, Oregon Virtual School District (IOVSD), Expanded Options Program, Dual Credit, and Early Learning Programs	✓ Advanced Placement: College Board 2005 data reveals Oregon has increased AP course taking more than any state. *Lead staff: Salam Noor, Andi Morgan/ODE* ✓ High Schools and community colleges to continue to expand capacity for high school students to earn lower-division college transfer credit while still in high school. Priority to focus on college coursework contributing to Oregon Transfer Module (developing and expanding high school articulation to community college courses part of OTM). ✓ UEE Dual Credit Task Force is addressing operational issues impacting student access. *Lead staff: Jim Schoelkopf/ODE*	✓ Advanced Placement standardization: SB 342 requires that postsecondary education develop uniform standards to award college credit for AP test scores. ✓ Joint OUS/CCWD group reviewed what College Board, University of Washington, and California universities use. Group proposes standardizing AP scores and credits given across public universities/community colleges. ✓ OUS provosts share data and proposal with campuses, provide feedback for approving proposed AP scores and credits awarded. ✓ By 5/17, campuses notify review committee that campus will be able to work through processes and get to internal approvals by 10/27/06. ✓ Goal: have AP scores and credits approved by 10/06. ✓ 24 public colleges/universities have agreed to AP list of courses, credits, scores. ✓ By end of October 2006, all colleges/universities will approve through internal curriculum processes. ✓ Report to legislature11/06. ✓ Advanced Placement standardization completed aligning scores and credits at all 24 public community colleges and universities. *Lead staff: Robert Mercer/OUS, Connie Green/CCWD*		✓ UEE reviewed AP streamlining effort at 3/06 meeting. ✓ UEE reviewed progress at 5/9/06 meeting; decided to disseminate AP progress to stakeholders. ✓ UEE reviewed SB 342 legislative report for 11/06 (AA/OT revision, Pathways, general education outcomes, transfer of 100/200, ATLAS, AP, Expand Early College Programs, OTM) *Lead staff: Joanne Truuesdell/CCWD, Susan Weeks/OUS, Salam Noor/ODE* ✓ Joint Boards met 11/06 to approve proposed AP levels.
	✓ Expanded Options (SB 300) promotes expansion of accelerated college credit opportunities for high school students and supports such existing programs throughout Oregon. (ORS Chapter 340, Expanded Options Program) *Lead Staff: Salam Noor, Susanne Daggett, Jim Schoelkopf/ODE*	✓ 6 community colleges developing short term (less than 1 year) certificates as stepping stones in demand occupations to accelerate learning and meet both student and employer demand. ✓ 5/07: Career Pathway Certificates are proposed to SBE. *Lead staff: Mimi Maduro/CCWD*	✓ 3/04-1/06 grant: set up data collection and management system for Oregon Advanced Placement Incentive Program, coordinated with College Board's data system and conducted third-party evaluation. Program provides scholarships to AP teachers to participate in AP-sponsored professional development program. *Lead staff: Joe Hansen, TRI-WOU*	✓ Fund Oregon Pre-Kindergarten program for all eligible children whose families choose to participate (goal to move from 60% to 80% by end of biennium) via increase in corporate income tax. Budget provides $96.1 million General Fund and new investment of $39 million from corporate tax increases. To date, $39 million is in Governor's/co-chairs budget. *Governor's Proposed Budget*
	✓ To implement Oregon Virtual School District (SB 1071, 2005 legislature), consortium of Oregon-based virtual learning programs to be available to all students via common portal. Offerings may be programs or individual classes; developed by ESDs, districts, or schools; classes offered via web-based instruction, online learning, interactive video-conferencing, or cable/digital networks. K-12 classes/programs will align with virtual school standards established by SBE and meet state content standards. Teachers and course developers are highly qualified/trained in virtual delivery. High-speed Internet connection needed to access OVSD courses. ✓ OVSD Portal (OVSD.org) is in place with Learning Management System and Casting server, video streaming server, and 33 high		✓ 9/05-10/06 grant: Oregon Model and Implementation Plan to develop customized plan for effective, sustainable statewide prevention model to support children's social, emotional, and behavioral health in early childhood settings, birth – 5 years. *Lead staff: Pam Deardorff, TRI-WOU*	✓ For K-12 sector, improve classroom technology integration, school connectivity, and virtual school development. *Governor's Proposed Budget* ✓ Provide funds for community college coordination with ODE's Virtual School District project. *Governor's Proposed Budget* ✓ Fund consortium (EOU, SOU, OIT, several community colleges), with EOU as lead institution, to establish outreach centers in rural Oregon and mentor programs in high schools staffed by university counselors. College courses to be

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	school courses for use by all districts. Hosting of OVSD portal via ODE Intergovernmental Agreement with Oregon State University to implement in school districts in 2006-07. ✓ Professional development through fall 2007 for OVSD District Utilization. ✓ RFP for digital content prepared 6/06. ✓ Final selection of May 2007 content RFP in progress for 40 additional course content options aligned to Standards. ✓ OVSD website provides monthly: milestones, RFP schedule, advisory council and subcommittee meetings, postings/reports. ✓ Agreement with University of Oregon for AP courses review and content mapping to Pass Standards is in progress. ✓ E-Portfolios available to all students and teachers by 9/07. *Lead staff: Steve Nelson, Doug Kosty/ODE*			offered on high school campuses in traditional, residential, and distance learning. Program to focus on 7th-9th grade students and include outreach to parents regarding admissions, financial aid, other postsecondary education processes. *Governor's Proposed Budget* ✓ Fund CCWD's portion of Healthcare Workforce Initiative in partnership with OUS/OHSU. Allows colleges to add new programs, courses, and sections in distance/simulation courses; purchase simulation equipment; expand teacher training; and enhance distance learning coursework/infrastructure. *Governor's Proposed Budget*
	✓ Carl Perkins 2007-08 federal Basic program ($14.8 million) improves student academic and technical skill achievement and prepares students for college/employment. Grant funds support programs in school districts and community colleges. *Lead staff: Salam Noor, Jim Schoelkopf/ODE* ✓ Carl Perkins 2007-08 federal Tech Prep program ($1.3 million) funds aligned secondary and postsecondary career & technical education programs in coherent pathway allowing students to accelerate college education and pursue more advanced career placement. *Lead staff: Salam Noor, Jim Schoelkopf/ODE*			✓ OWIB, CCWD, and local workforce boards fund career pathways expansion resulting in pathways plans at all community colleges and resolution of support from all CC presidents. *Lead staff: Lita Colligan/Gov's Office* ✓ OWIB/CCWD awards 2nd round funding 6/06 to expand connections to high schools/OUS. *Lead staff: Lita Colligan/Gov's Office* ✓ OWIB/CCWD/OED commits funds to apprenticeship pilot project with BOLI to improve transitions from CTE programs to apprenticeships. ✓ OWIB continues funding Career Pathways through various projects and cluster strategies. ✓ Oregon qualifies for Incentive Funds; CCWD applies for funds for career pathways expansion. *Lead staff: Lita Colligan/Gov's Office*
1F: Expand high school literacy and	✓ Reading First ($19.7 million) 6-year initiative help state/school districts ensure every child can read at grade level or above by end of 3rd	✓ CCWD working with Community College Adult Basic Education Programs are integrating ELL	✓ EOU, OSU, PSU, SOU, and WOU collaboratively offer 51 graduate level reading/literacy courses and a reading	✓ TSPC working on cultural competency standards for all educators (teachers,

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
mathematics initiatives, with focus on those that target low-performing schools and students, as well as at-risk students; identify and remove barriers for rigorous curriculum for low income and ELL students.	grade. ✓ 2003-05: 10,000+ K-3 students in 34 schools (14 districts) served; training provided for 700+ teachers, principals, other staff; access to specialized training (DIBELS/IDEL) to all K-3 teachers in state; access to DIBELS website to all K-3 teachers; statewide outreach to all non-Reading First K-3 teachers; 2nd cohort of schools identified. ✓ 2005-07: increase number of students, schools, and teachers/administrators trained; implement ELL component; evaluate program effectiveness; outreach. ✓ Literacy Leadership State Steering Committee (required of Reading First Grant) coordinates state effort to improve literacy Pre-K-12. Governor/State Superintendent jointly appoint members from public/private sectors. Committee considers how effective policy/practice can support literacy for all students and prioritizes goals in 3 areas: policy; training and development; and tools and resources. Committee is writing Oregon Literacy Plan (8/06) to inform practice: raising literacy expectations across curriculum for all students/all grades; ensuring teachers have preparation/professional development to provide effective, content-based literacy instruction; 3) using formative data to monitor student needs and summative data to evaluate programs and policy. *Lead staff: Salam Noor, Joni Gilles/ODE*	learning for adults (age 16 and over) with career pathway opportunities). *Lead staff: Krissa Caldwell, CCWD*	endorsement to teachers statewide via online delivery. TRI-WOU coordinates and manages assisted by federal grants and ODE funds. ReadOregon.org has served over 630 teachers; 136 teachers have completed the course of study and the practicum required for the reading endorsement (many from low income schools). Tuition support is available through federal ODE funds for teachers who do not receive local school district stipends. *Lead staff: Bonnie Morihara,TRI-WOU*	administrators, school counselors, psychologists) to assure educator's ability to challenge low income and ELL students with rigorous curriculum. Establishing and implementing standards at heart of identifying barriers to students' success. TSPC/ODE clarifying licensure assignments to content areas delivered to ELL students in sheltered instructional environments. ✓ Standards have been embedded in Administrator Licensure Standards and all content standards adopted in 2006. ELL assignment clarification at May 2007 Commission meeting. *Lead staff: Vicki Chamberlain/TSPC* ✓ $17 million General Fund enhancement to Engineering and Technology Council (ETIC), bringing General Fund support for program to $39.2 million. Additional 11.8 million in Other Funds for facilities and equipment to be funded with sales of Certificates of Participation. *Governor's Proposed Budget*
	✓ NCLB Title II B, Math/Science Partnerships: 2005-07 ($2.96 million) in federal grants to facilitate 7 partnerships (universities, ESDs, community college, school districts, to provide targeted professional development hours to total of 60,000. Partnerships increased school district participants to 48, professional development hours to cumulative total of 46,598 hours, increased number of teachers that attained Highly Qualified Status by 10. ✓ 2007 RFP released 4/07 inviting proposals for new partnerships and requests for continuation funds for existing partnerships. Continuation	✓ OPAS (9/05) strategic plan: 1) motivate, retain, prepare, credential, facilitate student transfer K-20 in engineering and applied sciences via focus areas (statewide alignment and coordination of curricula; diversity, student success, best practices, standards, degree pathways, instructional professional development, marketing); 2) better use resources via collaboration among educational institutions, commercial and nonprofit organizations. ETIC awarded 12 grants ($729,383) to institutions/non-profits to implement recommendations. ✓ 11/06: During series of facilitated discussions, 32 OPAS delegates reviewed 9 strategies, concluding resources in 3 areas over next year or more would be directed toward enhancing ability of STEM education programs to increase students' interest and knowledge of engineering and applied science opportunities; increasing use of improved teaching methods such as active learning and student inquiry; and increasing enrollment and successful completion		

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	requests must include additional leadership component to be added to existing projects. Proposal due 7/10/07. ✓ RFP in development for independent statewide evaluation of current funded MSP projects to identify components of these professional development models that provide evidence for increasing student achievement. *Lead staff: Salam Noor, Jonathon Wiens, Cheryl Kleckner/ODE*	of STEM courses by underrepresented populations. ✓ 1/07: OPAS committee structure reorganized to Steering Committee plus four work groups: motivate, prepare, succeed, and pathways. *Lead staff: Bruce Schafer/OUS* ✓ EDP reviewed OPAS budget policy package at 4/06 meeting.		
			✓ Oregon MESA: Pre-college program of PSU College of Engineering and Computer Science engages 6-12th grade students in hands-on, inquiry-based math, engineering, science, and technology projects during weekly chapter meetings at school sites. *Lead staff: David Coronado/MESA*	
1G: Develop/identify high school exit proficiencies including common core of knowledge/skills that are articulated to postsecondary entrance and placement requirements; align K-12 standards and college and workplace placement tests.		✓ CCWD leads effort to identify issues/ use of placement testing/score levels in college level reading, writing, and math courses. Colleges could use same placement scores for class placement. ✓ Another work group may consider use of ACT/SAT as proof of learning for high school exit/college entrance. *Lead staff: Joanne Truesdell/CCWD* ✓ CCWD is working with contractors and SBE to align an Oregon workforce certificate with the new high school essential skills and career-related learning standards. *Lead staff: Connie Green/CCWD*	✓ Math faculty group in general education initiative proposes use of common college placement test for high school students, and use for early diagnosis as is done with good results in states like OH and CA. If decision is made to use community college placement tests, OUS-led general education group requests involvement. Group proposes placement testing in math, writing, and reading. *Lead staff: Karen Sprague/OUS; Elaine Yandle-Roth/CCWD*	✓ UEE reviewed placement testing progress at 3/06 meeting. ✓ OWIB (with CCWD) evaluating use of work readiness certificate aligned 2007 diploma proficiency levels, for adults and youth outside the K-12 system. Business advisory groups assisting with selection of certificate to provide "common currency" in work place. ✓ 6/06: workforce certificate review with employers completed. *Lead staff: Lita Colligan/ Gov's Office* ✓ Establish Workforce Readiness Certificate Program. Based on national model, program offers standardized skills assessment and associated certificates. Funds proposed for administrative costs to develop program and pay for licensing and testing materials during start up. After that, individuals/employers expected to pay cost of materials. *Governor's Proposed Budget*

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
1H: Expand work with high school pilot sites to determine rigor and comparability of credit for proficiency and performance-based assessments; and identify, showcase, and disseminate best practices.				✓ E3, Oregon Small Schools Initiative: $25 million multi-year statewide program supported by Gates Foundation and Meyer Memorial Trust to increase student achievement/ graduation rates in high schools. Helps communities develop restructured/new high schools that offer rigorous, personalized education to all students, serve as model for state. Focus on underserved students (low-income/students of color). ✓ Restructuring large high schools into autonomous small schools and helping local innovators develop 12+ new small high schools. Includes intensive coaching/ technical assistance to support school planning, professional development for teachers/administrators (online learning and professional development tools), curriculum development, restructured governance, improved family and community partnerships, work with partners to remove policy barriers. ✓ Working on 18 campuses in 14 districts, E3 will support 46 new small schools in Oregon affecting over 14,000 students. 10 large high school received grants to transform to multiple autonomous, rigorous high schools with no more than 400 students: Portland's Marshall High and Roosevelt High opened new smaller schools fall 04 with themes like performing/visual art, business and technology, and international studies. Newberg, North Eugene, North and South Medford, and Woodburn High Schools opened new small schools fall 06, while Hillsboro's Liberty

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
				High and Portland's Madison High will transform current small learning communities into small schools over 2006-07 school year. Central Point's Crater High, the last conversion selected, will open small schools in fall 07. ✓ 8 new start-up schools receive support from E3, adopting innovative small school formats to better prepare students for college, work, citizenship. Nixyaawii Community Charter School in Pendleton School District, located on Umatilla Indian Reservation, opened in 04, and Springfield's Academy of Arts and Academics and Leadership/Entrepreneurship Charter School (Portland) opened fall 06. Riverside Charter School (Klamath Falls) and High School of the Arts Charter School (North Bend) + district magnet schools (Madras, McMinnville, Beaverton) slated to open fall 07. *Lead staff: Karen Phillips/E3*
1l: Provide high quality professional development and training to teachers, counselors, and administrators.	✓ Oregon is 1of 20 states in national leadership initiative, State Action for Education Leadership Project (SAELP). ✓ Goals: strengthen administrator licensure standards with knowledge/skills necessary for leading high school redesign; implement new state licensure requirement; align state administrator standards with Education Leadership Constituent Council (ELCC) ✓ ODE website informs administrators via reports from Institute for Educational Leadership on preparing/supporting diverse culturally competent leaders; assessment and evaluation; leaders for rural schools. ✓ ODE leads effort to create/implement comprehensive state and local policy/practice system for leadership development to improve K-12 literacy. ✓ ODE/TSPC leads effort to redesign education	✓ Education Pathways goals: 1) successful transfer of courses from community colleges to 4- and 5-year public/private teacher preparation programs, 2) improving academic and career advising, 3) increase number of highly qualified teachers/students of color in teacher pipeline. ✓ Teacher preparation articulation/transfer conference held 12/9/05 (topics included advising, diversity, pathway efforts, student voices, licensure.) ✓ 2006 Education Pathways conference held 12/8/06 with 100+ participants, many from community colleges. A conference outcome is to collect data/stories from transfer students to inform group about needed improvements. ✓ 2007 Education Pathways conference (12/14/07 at WOU) planning is underway. Topics to include targeting of high school counselors. ✓ Education Pathways Steering Committee has in progress: 1) planning for annual Education Pathways conference; 2) design of two common education courses to be offered at community colleges and 4-year programs (common courses have been identified for early preservice candidates -- Early Field Experience and Introduction/Foundations of Education); 3) general education recommendations for prospective elementary teachers completed and to be sent out to institutions for comment on trial run (recommendations for general education courses for		✓ TSPC worked with administrator programs and Eugene 4J LEAD District (Wallace grant) on 18-month review of national ELCC standards; went beyond standards in ethics and cultural competence. ✓ TSPC adopted new administrator standards 1/05; implementation required by 7/07. Redesign reflects emphasis on learning communities and administrative leadership on curriculum/teaching best practices – updates 20-year emphasis on management. Cultural competence is in the standards. (**Completed**) *Lead staff: Vickie Chamberlain* ✓ Oregon-approved administrator preparation programs are redesigning programs to meet

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	leadership policy, practice, condition, and licensure to demonstrate enhanced effectiveness for cultural competency/equity. ✓ ODE leads effort to recruit and retain a more diverse education leadership workforce (build on SAELP work/recommendations) ✓ Via competitive grant process, 6 school districts selected as demonstration sites to share research findings/results; implement and disseminate best practices; and promote exchange of dialogue and innovation. [Beaverton School District*: K-12 Literacy;* Bend-La Pine School District*: Cultural Competency and K-12 Literacy;* Nyssa School District*: Cultural Competency and K-12 Literacy;* Portland Public Schools*: Cultural Competency and K-12 Literacy;* South Lane School District*: K-12 Literacy;* Springfield School District*: Cultural Competency;* SAELP LEAD District is Eugene 4J] ✓ SAELP sponsors leadership institutes for state-wide participation (3/05 institute on cultural competence, diversity, student success). *Lead staff: Rob Larson/ODE* ✓ IDEA funds systems change in professional development affecting all K-12 schools, to better match instruction to student needs based on student performance. In 2005-06, ODE worked with 5 districts with intensive training; an additional 9 received training to prepare for intensive training in 2006-07 with 15 in preparation and follow-up. ODE has secured $4.5 million personnel development grant to further the training (next 5 years). ✓ Applications for new federal grant and ODE initiative due 5/25/07 with announcement of participants by 6/10/07. New federal grant includes RTI for pre-kindergarten programs as well as school-age programs. *Lead staff: Nancy Latini* ✓ NCLB Title II A 2005-07: $56.3 million federal program to increase student achievement via elevating teacher/principal quality via recruitment, hiring, mentoring, and retention strategies. Activities: district grants for	elementary teachers developed, 1st draft 10/06); 4) recommendations for core secondary areas under development. ✓ Recommendations for general education course-taking for prospective elementary teachers are out for review in the field. ✓ Recommendations for 1st two years of course-taking for prospective secondary teachers will be ready for review in fall 2007. ✓ Career & Technical Education Secondary Teacher Preparation Summit held 5/8/07 at Corban College to talk about immediate needs/system improvements. ✓ Updated "Advising Guide for Teacher Preparation" in 2006, available at website and in print for advisors at 2 and 4-year institutions, public/private. ✓ Updating the Advising Guide for 2007. ✓ Group requesting .25 FTE coordinator to provide ongoing support. ✓ EDP reviewed Education Pathways at 4/06 meeting. *Lead staff: Susan Boyanovsky/CCWD; Linda Samek, Consortium Chair/Corban College*	✓ EDP reviewed Math/Science Bilingual budget package at 4/06 meeting. ✓ EDP reviewed Bilingual Teacher Pathways policy package 4/06 meeting. ✓ Bilingual Teacher Pathway: WOU and Salem-Keizer School Districts establishing educational model with year of paid internship to prepare more bilingual teachers. *Lead staff: Hilda Rosselli/WOU* ✓ Administrator preparation: 9 public and private administrator licensure programs revising licensure programs to align with new license requirements TSPC adopted 1/05. Requirements emphasize: 1) instructional leadership, 2) enhancing cultural competence of workforce, 3) increasing student achievement. (Willamette University and Southern Oregon University are already approved because they designed new programs with new standards in mind.) Program approval target for all programs is 9/07. ✓ Oregon Mentor Academy 4-day summer institute supported development of mentoring/support for new teachers in high need districts. *Lead staff: Hilda Rosselli, WOU and Meredith Brodsky, TRI-WOU* ✓ Online training for standards-based	new standards. (Completed, all approved – 8 in total) ✓ TSPC briefed Interim House Education Committee about cultural competency standards and efforts for educators 3/15/06. ✓ TSPC redesigned administrative licensure, reducing requirement superintendents go through 3 licenses for permanent licensure. Permanent rules to be adopted 11/06 reflecting administrative licensure redesign based on work on standards (licensure redesign accomplished with help of COSA and administrative licensure programs). Rules adopted (584-080-0012 and 584-080-0022). Amendments to 584-080-0031 reflect "Cont. Supt." is voluntary (based on achievement of doctoral level work in ed leadership). (Completed) ✓ TSPC is working with higher education and administrators to adopt "distinguished" administrator license, akin to National Board equivalent as representative of administrator excellence, defined by Oregon. (I ✓ TSPC in process to adopt new administrator test by 9/08 or 9/09. Full phase to include adoption of test frameworks, question development, question testing, and bias review. ✓ TSPC looking at licensure flexibility in 4 science endorse-ments in light of small school design, resulting in need for science teachers that can cover broader scope. With multiple tests required for science endorse-ments, challenge is to determine if single test meets

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	professional development and class size reductions; partnership grants serving teachers/paraprofessionals with emphasis on rural and high poverty districts; cultural competency summits focusing on increasing participation *Lead staff: Salam Noor, Bev Pratt/ODE* ✓ NCLB Title II D, Enhancing Education through Technology: 2005-07 $5.3 million federal grants to improve student academic achievement via technology in schools; includes increasing number of teachers effectively using t technology in classroom. *Lead staff: Salam Noor, Carla Wade/ODE*		education including testing lab for "Pass trained" certification completed 12/06. *Lead staff: Mark Endsley/OUS* ✓ 1/05-1/08 grant: developing/evaluating efficacy of induction model for early career paraeducators and early childhood specialists which combines supervisor and mentor support with individualized professional development program with curriculum aligned to state early childhood competencies. ✓ Continuing annual grant: professional development of teachers in core content areas (e.g., math, science) and development of school administrators. *Lead staff: Pam Deardorff, TRI-WOU*	HQT requirements. Combining science endorsements to be addressed 11/06 and after. TSPC is reviewing PRAXIS tests used by Washington to determine if collaborative approach is feasible. ✓ TSPC looking at special education and examining programs in light of federal requirements for subject-matter competency. One special education (application) test removed from licensure requirements but substituted with requirement to multiple-subjects exam in light of IDEIA changes. TSPC adopted reciprocity with Washington Basic Skills Licensure test (West-B) 11/06. Also has reciprocity with WA Professional Certification if applicant holds master's degree. ✓ TSPC 1-year pilot alternative assessment enables students in teacher pipeline unable to pass subject matter test to bring in transcript/prove they have know-ledge to meet content requirement. Pilot began 7/006. Beginning 8/06, TSPC to receive staff evaluations of candidate subject-matter competency based on coursework and recommendations of proficiency from supervising college faculty. Reviewed pilot at 5/17-18/07 Commission meeting. ✓ TSPC upgrading professional development rules to clarify all active licenses must continue with professional development. Amendments to rules are under discussion (previously, "non contracted" and retirees exempt

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
				from rules). *Lead staff: Vickie Chamberlain, TSPC* ✓ Chalkboard considering proposal to have accreditation process for professional development offerings. It could be by TSPC, ODE or others. TSPC will review proposal; proposal may move forward as part of Chalkboard legislative package. (HB 2516) ✓ Chalkboard hosted Information Day 8/4/06 for superintendents, school board members, local association presidents to learn about alternative evaluation and compensation models (50+ districts). ✓ Chalkboard convened Educator and Administrator Quality Work group in its process - group made several recommendations around educator quality (focus professional development and mentoring and induction of new teachers and administrators). Chalkboard has vetted concepts and advancing Educator Quality Bill in legislative session which amends New Teacher and Administrator Mentoring program by adding induction programs, strengthening professional development offerings by having quality review process at state level, and establishing Oregon Academy for Educational Excellence, a public/private partnership to establish 6 regional centers to help districts provide and strengthen job-embedded professional development offerings (in partnership with existing delivery mechanisms), and virtual educator professional development learning network. Academy to have research/ development component to advance best practices.

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
				✓ Fund teacher mentoring program at $5 million. Provides mentor for every new teacher and principal in first three years on job, to improve quality of instruction/leadership and reduce turnover. (HB 2574) *Governor's Proposed Budget* ✓ HB 2614: Establishes Oregon Collaborative for Educational Excellence. Bill provides funded structure to address ongoing professional development needs of K-12 teachers/administrators; and supports efforts to implement research-based initiatives to best serve students/aid retention of educators. 1st hearing: 3/6/07, House Education Subcommittee on Education Innovation.
Goal #2: Strengthen PK-20 systems alignment and integration to facilitate smooth transition from K-12 to postsecondary education and training				
2A: **Conduct external review and evaluation of K-12 content standards and assessments to determine sufficiency and proficiency levels at each benchmark level and alignment with postsecondary entrance requirements**	✓ ODE contracted with WestEd to conduct review of alignment between state K-12 content standards and Oregon's item bank. Review is examining content alignment and evaluating whether Oregon's items sufficiently cover the depth/breadth of content standards. ✓ Work expected to complete 6/07. Timeline: 1/22/07 begin interviews with policymakers and stakeholders; 3/16/07 draft report on content standards; 4/6/07 final report on alignment; 4/16/07 final report on content standards; 6/07 result/recommendations to SBE and ODE. ✓ Report of results of alignment of Oregon common curriculum goals with assessment items completed and included in materials required by US DOE as part of Peer Review of Standards and Assessments. *Lead staff: Michelle Hooper, Jonathan Wiens, Kathleen Vanderwall, Tony Alpert, Doug Kosty/ODE*		✓ EDP reviewed issues in 2006 around aligning educational systems and forwarded results to the Joint Boards. ✓ PASS standards in English, math, science, social science, arts, second languages provided to WestED. *Lead staff: Mark Endsley/OUS*	✓ UEE reviewed issues around aligning educational systems in 2006, forwarded results to the Joint Boards. ✓ UEE 7/18 meeting prioritized and gave guidance on alignment policy packages to the Joint Boards Budget committee.
2B: **Use statewide assessments to increase alignment K-16 and facilitate**	✓ PreK assessment system has been aligned to ODE early learning standards to provide information to kindergarten teachers about student readiness skills. Development of assessment system completed; field testing	✓ Intersector faculty group process established to identify outcomes of general education courses to ease transfer among colleges/universities. ✓ 1st successful effort to assemble faculty from 2-/4-year institutions and private universities held 2/9-10/06. Faculty developed desired outcomes of general education courses edited/sent to faculty for comments with results posted at		✓ SB 342 requires outcomes-based framework for transferable general education in the state. ✓ JBAC reviewed progress on general education on 4/13/06.

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
smooth transitions to postsecondary education and training	and professional development with teachers in 2006-07. Teachers using assessments for students in 2006-07. First results in analysis. ✓ Head Start to use assessment in fall 2007. Results of field test submitted to Office of Special Education Programs as part of State Performance Plan. Feedback expected in 7/07. ✓ Kindergarten readiness survey is under construction to reflect more current research findings in school readiness. *Lead staff: Nancy Latini* ✓ Work on K-12 assessment system creates the foundation for alignment work with postsecondary education. (NCLB's Title I focuses on low-income students, requires assessment system meets federal rules). ✓ U.S. Department of Education provided technical assistance to ODE regarding peer review in 9/06. ✓ ODE subsequently presented plans on how to address peer review requirements. – *Comparability:* contracted with AIR to analyze accuracy of item translation. Based on review from Technical Advisory Committee, Oregon will better document its translation panel review process and submit processes to peer reviewers as evidence of external review. Oregon has worked with AIR to design a study comparing paper/pencil tests to computer tests. A study on TESA will be completed to evaluate whether the adaptive engine provides sufficiently rigorous tests to students. Studies will be completed by 4/07. – *Standard setting:* achievement level descriptors and achievement standards recommended. Board adoption anticipated 3/07. – *Alternate assessment:* Assessments developed, trainings provided. Assessments begin 3/6/07. *Lead staff: Doug Kosty, Tony Alpert/ODE* ✓ ODE Assessment/Information Services offers 3 options for students mastering grade-level content but unable to demonstrate mastery on statewide assessments: 1) Oregon Statewide Assessment (on-demand testing, scored by ODE); 2) Juried Assessment (collection of evidence as substitute for state	JBAC website: <http://www.ous.edu/aca/jbac.html> for wider audience review (contains outcome statements of general education courses/thinking used to develop them). Work on criteria for general education courses to guide decisions on which new courses can be transferable/accepted by all campuses. ✓ 4/27/06 meeting held for faculty to plan criteria. Following a similar process to general education outcomes, criteria have been posted at website for review. ✓ CIA meeting 7/06 focused on how to get discussion at community colleges. Plans made to discuss General Education outcomes/criteria on each campus fall 2006 – 1st round of talks on all campuses to be completed during fall term. ✓ CIA initiated planning at 7/06 retreat for AA/OT revisions. ✓ General education outcomes/criteria to be reported to legislature fall 2006. At issue: how faculty continue to meet at least once per year, costs for travel, what group would serve as facilitator to cause ongoing faculty meetings. *Lead staff: Karen Sprague/OUS* ✓ Progress on general education initiative reported to CIA and Provost's Council. *Lead staff: Karen Sprague/OUS; Elaine Yandle-Roth/CCWD* ✓ Stakeholder group established to discuss needs, capacity, and desirable outcomes of system relative to educational reforms – 1st meeting held 5/3/06. *Lead staff: Mark Endsley/OUS; Salam Noor/ODE; Connie Green/CCWD* ✓ Oregon Institute of Technology and 9 community colleges signed a statewide articulation agreement (seamless transfer of course) for manufacturing engineering technology 5/17/07. The manufacturing engineering technology roadmap is completed. *Lead staff: Susan Boyanovsky, CCWD* ✓ Labor/OCCAC are developing new statewide apprenticeship pathways in electrical technologies, industrial maintenance and building construction. Each pathway is based on state apprenticeship standards, features aligned program/course outcomes, ladder-type credit-bearing certificates of completion, Associate of Applied Science (AAS) degree, and optional path to BS degrees in Operations Management or Manufacturing Engineering Technology at OIT. *Lead staff: Susan Boyanovsky, CCWD*		JBAC to take feedback that comes in and develop revised version, which will go back to faculty for final revisions. ✓ Fund 50% of cost of establishing Pathways to Advancement coordinators at all 17 community colleges with colleges providing remaining 50%. Pathways allows students pursuing associate degree to receive certifications at different points in their course of studies that employers will accept as proof of qualifications for employment. *Governor's Proposed Budget*

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	assessment); 3) OUS PASS. Juried Assessment and OUS PASS will be available as alternatives to statewide assessments in 2006-07 school year but for local purposes only. Because Juried Assessment and OUS PASS collection are complex systems which cannot meet NCLB requirements for this year, they will not count for AYP or Oregon Report Card purposes. Juried Assessment manual available at ODE website for districts to use for local purposes. *Lead staff: Barbara Wolfe, ODE*			
	✓ PK-20 Assessment Committee to SBE reviewing high school assessment for skills and how it can align with community college and OUS placement/entrance. *Lead staff: Doug Kosty/ODE*			
			✓ OUS assembles teacher moderation panels to advise on alignment of standards, other assessments for ODE. *Lead staff: Mark Endsley/OUS*	✓ Fund Skill Up Oregon Fund to distribute money to local/regional workforce investment agencies to be used for assessment, education, and training to move workers into jobs in high-demand occupations. *Governor's Proposed Budget*
	✓ OWIB/CCWD federal incentive dollars for pathways with workforce and education partners, tied to regional economic needs. *Lead staff: Lita Colligan, Gov's Office*			
2C: Support capacity-building efforts to adequately support school districts throughout the state; develop regional delivery system for supporting school improvement	✓ ODE contracted Annenberg, Oregon Association of Education Service Districts, and Gibson Consulting Group (TX) to design regional training and development system to link ODE with local education agencies including districts, ESDs, postsecondary partners, stakeholders from private and public sector. ✓ Report due 8/06. ✓ Gibson and Annenberg reports synthesized and reported to Education Committee of Legislature on 11/30/06. ✓ Presented to 2005 and 2007 legislature on progress. ✓ Created roadmap from Annenburg and Gibson Reports, then subsequent performance measures and expectations. ✓ Team meets in retreat ate summer 2007 to create workplan for future.			✓ TSPC developing direct data-sharing with districts to enable real-time employment, licensure and assignment information. Pilot districts tested in 2006-07. ✓ Launched online Licensure Handbook to eliminate confusion around licensure/assignments. License redesign is including full description of courses license-eligible to teach and courses in which teacher is highly qualified. ✓ Data exchange in progress; Licensure Handbook completed. New licenses being printed with clear assignment info on back. *Lead staff: Vickie Chamberlain, TSPC*

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE *Lead staff: EJ Ayers, Nancy Latini/ODE*	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
Goal #3: Develop a single unified vision for education through a K-20 Budget and system performance measures				
3A: Create a unified vision for education and workforce training in Oregon, streamline and improve education governance and accountability (review Oregon's education governance system, propose new governance models as developed by Joint Boards, review current method for funding education, review/develop new finance models resulting in comprehensive PK-20 budget rather than separate budgets representing PK-12, community colleges, and higher education)	✓ Leadership Team for Joint Boards-Gates Initiative with representative from ODE meets monthly to review progress and direct actions of agencies. ✓ ODE with consultants is working with the budget/distribution subcommittee of Joint Boards to facilitate development of PK-20 education vision. This builds on OBC work. ✓ Fall 2006: ODE contracted with university finance officer to develop model to support transparent budgeting for Oregon PreK-20 education. Model to provide common frame-work and comparable data for policy decision-making across education continuum. Project will identify policy issues involved with model implementation (current budgeting system including documentation, data, roles and responsibilities; possibilities for new budget process; issues around transition from current budgeting system, including data needs, budget presentation, process, and resource needs). ✓ 3/07: Presentations to SBE, BHE, and Joint Legislative Education Committees on budget recommendations ✓ 6/07: White paper outlining vision for redesigning Oregon's PK-20 education budget framework to support state education goals. Paper recommends changes in budget methods, development, approval, and presentation across the agencies and identifies issues and policy implications involved in implementation of unified budget system. ✓ 6/07: Access Database/Excel spreadsheet model containing 6 years of historical data across education enterprise and 10 year forecasts. ✓ Project team, with EcoNWest as subcontractor and education agencies, working to develop database containing 6 years of actual revenues, expenses, student enrollment, and performance indicators across continuum;	✓ Leadership Team for Joint Boards-Gates Initiative, with representative from CCWD (Commissioner) meets monthly to review progress and direct actions of agencies. ✓ Community college presidents meet with national expert and Oregon Governor's Office 5/06 to review Oregon's education governance system. *Lead staff: James Sager/Gov's Office with OCCA*	✓ Leadership Team for Joint Boards-Gates Initiative (Chancellor) meets monthly to review progress and direct actions of agencies. ✓ EDP reviewed PK-20 Alignment Policy Package at 4/06 meeting. ✓ EDP reviewed policy packages at 6/1/06 meeting (Education System Alignment; IDTS; ATLAS implementation; OFAX; ATLAS Phase II; Student Support Services for 1st Generation Students; OPAS; Virtual University Center for Rural Oregonians/Statewide Virtual Learning Coordination). ✓ EDP requested repackaging to system package by 6/28, to include agency accountable for success, whether needs continue in future biennia. ✓ EDP established 5 criteria ("must haves") to define budget package priorities: 1) value to all postsecondary students; 2) ability to assist student success; 3) ability to improve movement of students among all education sectors; 4) critical to improving technology infrastructure supporting access, participation, transfer; 5) creates traction on state priorities for economic growth. ✓ EDP disbanded late 2006 to be reorganized in 2007 under UEE for streamlining and in recognition of intersector leadership needs.	✓ Leadership Team for Joint Boards-Gates Initiative (Governor's Education Advisor) meets monthly to review progress/direct actions of agencies ✓ Education Roundtable sponsored a Statewide Summit 11/05 to examine how Oregon might achieve a new vision for education through smarter investment in PK-20 continuum that puts students first and emphasizes results. OBC prepared 6 white papers to describe the state's challenge to help more Oregonians to attain higher level of education. Topics: *New Vision for Oregon Education; Preparation; Pathways & Persistence; Competitive Imperative; Affordability; What Cost, What Result for PreK-20?* *Lead staff: Jill Kirk/OBC* ✓ OBC commissioned white paper, "Procuring Results for Students ✓ through Unified Enterprise Education Budget," via Lumina Foundation grant, working with Public Strategies Group (PSG). PSG recommends Joint Boards serve as statewide Council to frame Oregon's common education agenda/track progress. Additional members may be needed to represent wider PK-20 interests. *Lead staff: Duncan Wyse, Jill Kirk/OBC* ✓ Materials discussed with Education Roundtable, Joint Boards, UEE. ✓ Joint Working Group on Enterprise Budget met 5/3/06 to reviewPK-20 system performance measures for public education/develop joint vision statement: *Oregonians possess the knowledge and skills*

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	analytical tools to present data in comparable formats; and recommendations to improve budget processes. *Lead staff: Salam Noor/ODE, Nancy Helligman/OSU*			*necessary to succeed in advanced learning, work and citizenship to thrive in a global economy.* ✓ Governor's Office has RFP in process to contract with expertise to research funding models from several states, recommendations to Joint Boards. *Lead staff: James Sager/Gov's Office* ✓ OUS, CCWD, ODE agency heads with Governor's Office discuss redesign of Oregon Accountability System: if budget done differently (unified) how we should measure progress/hold sectors accountable, performance measures to use. ✓ UEE reorganized early 2007 to incorporate work of EDP. Work includes alignment framework based on 7 key elements of aligned education enterprise: 1) PK-16 standards-based education system, 2) clear, articulated pathways for students to enter/exit system, 3) clear, frequent cross-sector communication that informs students of options/opportunities, 4) agreed-upon credentials accepted as awards/recognitions of student's demonstrated level of proficiency, 5) assessments aligned to state standards and informing teaching/learning, 6) integrated data systems that allow for student transfer, 7) coherent PK-16 system with unified vision, common language, clear agreements, up-to-date polices, and well-engineered structures. ✓ UEE met 1/30/07 to discuss legislative bills (SB 300, 364, 342), review draft workplan developed by PK-20 core staff group, and policy issues/timing for 2007-08. *Lead staff: Salam Noor, ODE*

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
				✓ Joint Boards 2007 strategic focus identified 12/31/06: 1) preparation, access, entry; 2) alignment and articulation across the sectors, 3) success in postsecondary education/workplace, and 4) integrated data support. ✓ Establish Skills Up Oregon Fund, $10 million in CCWD budget, to prepare low skill Oregonians for targeted high-demand jobs. *Governor's Proposed Budget* ✓ Chalkboard advancing 4 key areas for change in legislative session based on 2+ years best education practices research and public opinion research across the state: 1) educator quality, 2) early-age initiatives, 3) financial practices accountability, and 4) stable funding proposals. *Lead staff: Sue Hildick/Chalkboard*
3B: **Create integrated data system to connect components of the data systems of the state's public education sectors (PK-12, community college, university systems) to achieve clearer simpler paths for students to higher levels of learning, remove data bottlenecks and provide better availability of student information for advising and student support**	✓ KIDS Initiative Phase I: Completed by IBM Business Consulting Services with stakeholders 10/05. Documented data systems in Oregon, the case for change. ✓ Phase II: timely exchange of comparable information about state education enterprise; common data definitions; consistent, extensible schemas for horizontal integration of student records; timely record transfer among school districts. District data warehouse projects underway. Project Team Charters established. Governing Board informed of duties/scope. Phase II Project plan refined. Data warehouse and Quality Assurance vendors contracted, and project underway. www.ode.state.or.us/search/results/?id=349 *Lead staff: Doug Kosty, ODE*	✓ IDTS is connecting components of data systems of state's three public education sectors (PK-12, community colleges, and OUS) to facilitate ease of student transfer and articulation. This collaborative statewide effort will improve educational delivery to support student progression from high school to college and between postsecondary institutions. ✓ IDTS administered by collaborative team through OUS K-16 Alignment. ✓ Focusing on more getting high schools to use IDTS to send/receive data (transcripts). Getting target schools that use the most common student information systems will allow access to e-transcripts for 70-80% of OUS students in the future. ✓ Community colleges working at sending/receiving between high schools, then to OUS institutions. ✓ OUS campuses make systems work effectively by upgrading technology capability to send/receive, and creating new practices to handle e-transcripts. ✓ Student performance feedback from OUS to high schools will be enhanced beginning with class of 2007. ✓ Fall 2006, partnership grants to assist movement of data between partners: K-12, community colleges, OUS. ✓ IDTS Phase I to be completed by 6/30/07. ✓ CCWD doing gap analysis of different data systems managed by CCWD: community colleges, GED, WIA, Adult Education, OYCC. *Lead staff: Mark Endlsey/OUS; Connie Green/CCWD*		✓ Continue development of PreK-20 data system as joint project among ODE, CCWD, and OUS. Fund at $8.4 million the next phase of comprehensive data system for Pre-K-20, to create efficiencies as data systems are integrated in school districts and ESDs. System will also be integrated with postsecondary systems, allowing student information to be moved electronically from PreK-12 entities to community colleges and universities. $500,000 to improve central data systems, $2.6 million to upgrade investment in computer connectivity services for districts, $0.9 million General Fund dedicated to higher education portion of data systems including Information Data Transfer and

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
				ATLAS systems linking colleges/ universities throughout Oregon. *Governor's Proposed Budget* ✓ Expand Oregon Financial Exchange System (OFAX) to all public colleges/universities in the state. OFAX allows financial aid and enrollment data to be shared electronically among institutions without duplicative manual entry. *Governor's Proposed Budget* ✓ Fund development of management information system to integrate CCWD's existing stand-alone data systems and improve collection of college budget, revenue, and expenditure data. *Governor's Proposed Budget* ✓ Funding included in budgets of OUS, CCWD, and OHSU to address shortage of healthcare professionals; $7.4 million General Fund included in OUS budget to increase nursing, sonography, clinical lab technology, dental hygiene graduates. *Governor's Proposed Budget*
3C: **Align Oregon Report Card and AYP, develop student level growth model and district profile in revised Report Card.**	✓ ODE proposal 3/06 seeking approval from US DOE to develop student level growth model/district profile in revised report card. ✓ Follow-up to US DOE questions 4/15/07. ✓ Oregon submitted revised application to Growth Model Pilot Project announced by Sect. of Education. Oregon one of 8 states allowed to resubmit; model to use 2006-07 test data/rate schools on Adequate Yearly Progress report in fall 2007. Only 2 states have been approved (TN, NC). Those did not include high schools in proposals; Oregon to cover elementary, middle, and high school. *Lead staff: Pat Burk/Doug Kosty/ODE*			
3D: **Align the workplans of K-14, Higher Education Boards, and Workforce**			✓ OUS developed fall 2006 a planning document outlining the strategies, deliverables, and leadership of BHE, campuses, and various committees	✓ Aligned workplans part of Joint Boards annual agenda. ✓ Discussions underway about how to staff Joint Boards. Two

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
Investment Board.			and councils around three goals: 1) increasing educational attainment to assure competitive strength for Oregon and its citizens, 2) investing in research that is globally competitive and built on existing excellence and Oregon's market advantage, and 3) assure the long-term financial viability of and adequate support for OUS and its institutions through creation of effective governance, organizational and financial models. *Lead staff: Susan Weeks/OUS* ✓ BHE developed a plan to 2025 for OUS, "An Investment in Oregonians for our Future." Plan discussed 9/06. The Plan includes a strategy to "facilitate the achievement of state educational goals in an integrated PreK-20 learning environment." The plan expressed the BHE belief that "OUS should operate within an integrated educational system for Oregon, in partnership with K-12 and community colleges." The plan includes a performance measurement framework. *Lead staff: George Pernsteiner/OUS*	options: existing staff from the sectors or dedicated staff with separate budget. *Lead staff: James Sager/Gov's Office* ✓ OWIB developed a strategic plan in 6/06, "Winning in the Global Market," to transform Oregon's workforce education and training system. The Workforce Policy Cabinet agencies, local and state partners, and business and labor are crafting an Action Plan as companion document to strategic plan. One of the three goals addresses cross sector initiatives: "build a flexible, unified workforce education and training system that consistently meets or exceeds the needs of Oregon's workers and businesses." Goal requires strategies that focus on stable and adequate funding for all aspects of the system, and enhanced strategic planning and coordination across public agencies and boards with local partners. *Lead staff: Lita Colligan/Gov's Office*
Goal #4: Clearly communicate information, decisions, and actions around a shared and common vision for education in Oregon and build a strong strategic alliance of stakeholders to accommodate effective policy development				
4A: Help citizens and parents understand why it is essential for all PK-12 students to prepare for postsecondary education and workforce to be viable and competitive in the knowledge economy; facilitate dialogue and public engagement around PK-20 education vision and	✓ ODE worked with consultants to implement portions of a comprehensive statewide communications plan/campaign aimed at public dialogue and engagement around PK-20 education vision/goals through specialized communication in variety of formats (print, media, electronic). ✓ Campaign informs parents, students, and broader citizenry about need for more rigorous preparation in PK-20 for success in postsecondary education and workforce. ✓ ODE developed a web page to provide status reports about Oregon PK-20 Redesign Initiative to stakeholders.	✓ SBE Retreat 8/06 included a focus on student transitions and ways to improve Measuring Up report for Oregon students. *Lead staff: Joanne Truesdell, CCWD* ✓ Statewide Pathways Communication Plan developed to increase awareness of career pathways/leverage marketing efforts statewide. *Lead staff: Mimi Maduro/CCWD*		✓ Chalkboard's OpenBook$ website (www.openbooksproject.org) shows users 5 simplified categories of school spending. 40 districts have linked to site from home pages (goal for all districts to). Advertising occurred fall 2006 and will continue in 2007. Chalk-board will launch Phase II in 6/07, which will update site and add new data. Chalkboard is seeking alignment of DBI at ODE to OpenBooks$ funding categories. ✓ Chalkboard developed Running

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
goals	*Lead staff: Salam Noor/ODE.* ✓ Communication plan drafted 7/06 to enable formal feedback from a minimum of 6,000-8,000 people face-to-face between 7/1/06 - 12/31/06, and another 1,000-2,000 via the Internet. Included face-to-face meetings, in-depth conversations with stakeholders, outreach via partners (membership), group engagements, meetings at 200+ high schools, 100-200 community meetings, and web input. *Lead staff: Gene Evans/ODE* ✓ PowerPoint's drafted in 7/06. *Lead staff: Ed Dennis/ODE* ✓ Cross-sector advisory group assembled to guide this process. *Lead staff: Gene Evans/ODE* ✓ Initial Oregon Diploma Questionnaire created to gather feedback from educators and education advocates on SBE leanings to inform Board discussion. Over 5,000 questionnaires distributed; about 1,500 surveys completed. Report of findings presented to SBE Retreat 8/06. *Lead Staff: Gene Evans/ODE* ✓ SBE Retreat 8/23-25/06 focused on New Oregon Diploma; 100+ stakeholders invited 8/24 as SBE reviewed policy leanings and questionnaire results – refined leanings. ✓ Based on results of previous questionnaire and SBE's revised leanings, ODE worked with consultants to create materials packet which included video presentation, survey and FAQ flier. Packets were used in 300-400 school and community meetings fall 2006 to encourage dialogue and solicit feedback on the future of the high school diploma and SBE recommendations *Lead Staff: Gene Evans/ODE* ✓ ODE developed web page to provide background information and materials for school and community outreach on high school diploma redesign. ✓ ODE contracted with a PR firm, *Iona Factor*, for fall 2008 media communications effort to include TV, radio, web, and print. Goal is to			Start toolkit to help schools reach minority/underrepresented populations and break down barriers to involvement. Four train the trainer events were completed in 2007 (metro, Willamette, Central, Eastern) and additional trainings will be held in 2007. Materials available at www.chalkboardproject.org. ✓ Chalkboard selected Forest Grove, Sherwood, and Tillamook School Districts to participate in the Creative Leadership and Student Success (CLASS) project. Through this pilot, districts will design and implement new career pathways and supporting compensation model for teachers/ administrators. ✓ Schools awarded small grants to help develop/implement local parental involvement policies. ✓ 16 schools awarded grants via Chalkboard/Oregon PTA partnership to support local PTA units in implementing creative projects that promote more diverse family involvement in schools and support parent involvement in learning activities with children at home and in the community. ✓ Schools awarded technology grants to connect better with parents in programs like Edline. ✓ Chalkboard has reached 100,000 to help find common ground between where public is/ where research tells us we have highest leverage points in K-12 system to raise student achieve-ment. Chalkboard has formed a statewide Citizen Corps of 100+ leaders from every county to help advance these results in legislative session.

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	**Community Colleges** SBE, CCWD, CIA	**Public Universities** BHE, OUS, EDP, Provosts' Council	**Other –** Gov, Jt Bds, OWIB, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
	educate parents, educators and students about changing high school diploma and the importance preparation for post high-school. ✓ Starting 6/08, ODE to send monthly email publication "High School Highlights" with updates for school districts on Implementation Advisory Task Force. *Lead Staff: Gene Evans/ODE* ✓ ODE creating partnerships with business/ other agencies to increase awareness and value of OPK/Head Start programs. ✓ ODE secured small grant from national State School Boards Association to further plan full-day kindergarten effort. ✓ Completed School Readiness Transition document and placed on web for use. ✓ Hosted Kindergarten Summit for over 450 participants funded fully with private contributions. *Lead staff: Nancy Latini, ODE*			*Lead staff: Sue Hildick/Chalkboard* ✓ OWIB communications to expand career information, occupational data, and awareness. *Lead staff: Tom Fuller/OED*

Commonly Used Acronyms

AA/OT	Associate of Arts Oregon Transfer	KIDS	Pre-Kindergarten through 16 Integrated Data Systems
AP	Advanced Placement Tests (of College Board)	MESA	Mathematics, Engineering, and Science Achievement
ASPIRE	Access to Student assistance Programs In Reach of Everyone	NCLB	No Child Left Behind (federal school reform legislation)
ATLAS	Articulated Transfer Linked Audit System	OACTE	Oregon Association of Colleges of Teacher Education
AYP	Adequate Yearly Performance	OBC	Oregon Business Council (includes E3)
BHE	Board of Higher Education	OCCA	Oregon Community College Association
CC	Community College	ODE	Oregon Department of Education
CCWD	Department of Community College and Workforce Development	OED	Oregon Employment Department
Chalkboard	Created in 2004 by 5 independent nonpartisan Oregon foundations, addresses enhanced communications via improving parent/community involvement in schools; school budgets made easier to access/more understandable.	OFAX	Financial aid data system (moves data seamlessly between/among schools)
		OPAS	Oregon Pre-Engineering & Applied Sciences Initiative (http://opas.ous.edu/)
		OPK	Oregon Pre-kindergarten
CIA	Council of Instructional Administrators (vice presidents of instruction/community colleges)	OSAC	Oregon Student Assistance Commission
CSSA	College Student Service Administrators (community colleges)	OTM	Oregon Transfer Module
COSA	Confederation of Oregon School Administrators	OUS	Oregon University System
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	OVSD	Oregon Virtual School District
E3	Oregon Small Schools Initiative ($25 million multi-year statewide program supported by Gates Foundation and Meyer Memorial Trust)	OWIB	Oregon Workforce Investment Board
		PK-20	Preschool through advanced college degree
EDP	Excellence in Delivery& Productivity Working Group (Board of Higher Education committee), disbanded in late 2006 with its work incorporated into reorganized UEE Working Group	POP	Policy option package (for legislative budget)
		Provosts' Council	Vice presidents of instruction/provosts of the public universities
ELL	English Language Learners	PSG	Public Strategies Group (consulting firm assisting with unified education budget concepts)
ETIC	Engineering and Technology Industry Council		
Gates	Bill and Melinda Gates Foundation	SAELP	State Action for Education Leadership

GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs	SB	Senate Bill
IDEA	Individuals with Disability Education Act (federal legislation)	SB 300	Expanded Options: passed 2005 legislative session, provides students who have dropped out of school or at risk opportunities to take college courses in high school for credit recovery options and opportunities to enroll in alternative college-based programs to complete high school diploma.
IDEL	Spanish version of DIBELS		
IDTS	Integrated Data Transfer System		
IMT	Interagency Management Team represents public/private teacher education programs, Governor's Office, ODE, TSPC, OUS, OEA, others, convened by The Teaching Research Institute to help coordinate and advise largescale statewide grants in teacher education and implications for educator capacity based on PK-20 reforms	SB 342	Requires community colleges/universities to develop uniform standards for awarding college credit for AP test scores; requires outcomes-based frame-work for general education in the state.
Joint Board	Joint Boards of Education (State Board of Education/Board of Higher Education)	SBE	State Board of Education
JBAC	Joint Boards Articulation Commission	TSPC	Teacher Standards and Practices Commission
K-12	Kindergarten through 12th Grade	UEE	Unified Education Enterprise (Joint Boards subcommittee), reorganized in 2007 to incorporate work of EDP.

Appendix B.19

Oregon Literacy Network

What is its purpose? What are its goals?

The Oregon Literacy Network (OLN) is a linking of districts and schools in the state of Oregon that are committed to improving student achievement through Scientifically-Based Reading Research (SBRR) and Scientifically=Based Reading Instruction (SBRI). The foundation document of the OLN is the Oregon Literacy Framework that describes in detail research based practices in the areas of Goals, Assessment, Instruction, Leadership, Professional Development, and Commitment.

Why is a Literacy Network needed?

Districts that were asked if they would be interested in being part of an OLN and, if so, what they would see as the benefits to their districts, replied as follows:

1. The OLN could provide basic level Professional Development (PD) to the many Oregon districts that have not been able to be part of reading initiatives, such as Reading First or EBISS, but want to improve reading instruction practices.
2. The OLN could provide advanced PD to districts that have been involved in reading initiatives, have improved their practices and outcomes, and want to continue moving forward. Those districts are interested in refining, sustaining, and scaling up their practices.
3. Districts are eager to have information about best practices in reading instruction coming into their districts and schools regularly. They want to be aware of the latest research, and they are interested in advice about putting research into practice.
4. Districts want to communicate with other districts that are similar to them on a number of variables, including student population variables such as SES and mobility, as well as program variables such as core and intervention programs. They anticipate efficiency in talking and planning together.

How would the OLN operate?

A number of services could be offered through the OLN. Some will be posted on a Center for Teaching and Learning (CTL) website and will be free to all, making any Oregon district a member of the OLN on one level. Several services are more costly for CTL to provide. CTL will have to require a fee from districts making use of the website. Services offered through the OLN are:

Free

1. *CTL Website* – A large website is being constructed that will provide research, instructional Power Points, and other information on a systematically planned series of topics necessary for training K-3 staff in the School-Wide Reading Model. (SWRM). As time goes by, other topics, including English Language Learner (ELL) reading instruction, grades 4-12 reading instruction, and perhaps math will be added.
2. *Webinars* – Webinars will be offered on major topics such as Grade Level Team Meetings or Data-Based Action Planning. These will be live presentations to which schools will be able to tune in. The presentations will be archived so schools can pull them up and use them at a time that is appropriate and convenient for them.
3. *Newsletters* – Periodic newsletters will be sent our electronically. These will include OLN events and offerings as well as information about research studies going on at CTL and pertinent research findings.
4. *Frequently Asked Questions (FAQ)* – Important questions that are asked regularly will be on the website and summarized in a FAQ format.

Fee for service

1. *Beacon Schools* – Schools that have effective, efficient school-wide reading models and that show rising student performance will be given support and funds to maintain their program and develop a teaching program for visitors. Depending on support that can be found for Beacon Schools, visiting schools may have to pay a fee.
2. *On-site district and school program evaluation, PD, and TA* – CTL will do a thorough evaluation of a school's K-3 instructional reading program and of its student data. CTL will then work with the school to make an instructional Action Plan for the year. Finally

CTL will provide on-site evaluation, training, and in-classroom coaching as the district implements the program. This service is extensive and will require a contract with CTL including a fee for service. Districts may want to use their federal stimulus funds for education for this service.

3. *Member data-base* – In order to allow districts to find districts that are similar to themselves on a number of variables, CTL will maintain a database. Participating districts will enter their data and then have rights to search the database. This service can be used for purposes like sharing practices, allowing staff with unique job descriptions—such as coaches—to find collegiality, or to coordinate and share PD.
4. *Conferences* – CTL will hold a statewide conference each year on aspects of the SWRM as articulated in the Oregon Literacy Framework.

Support

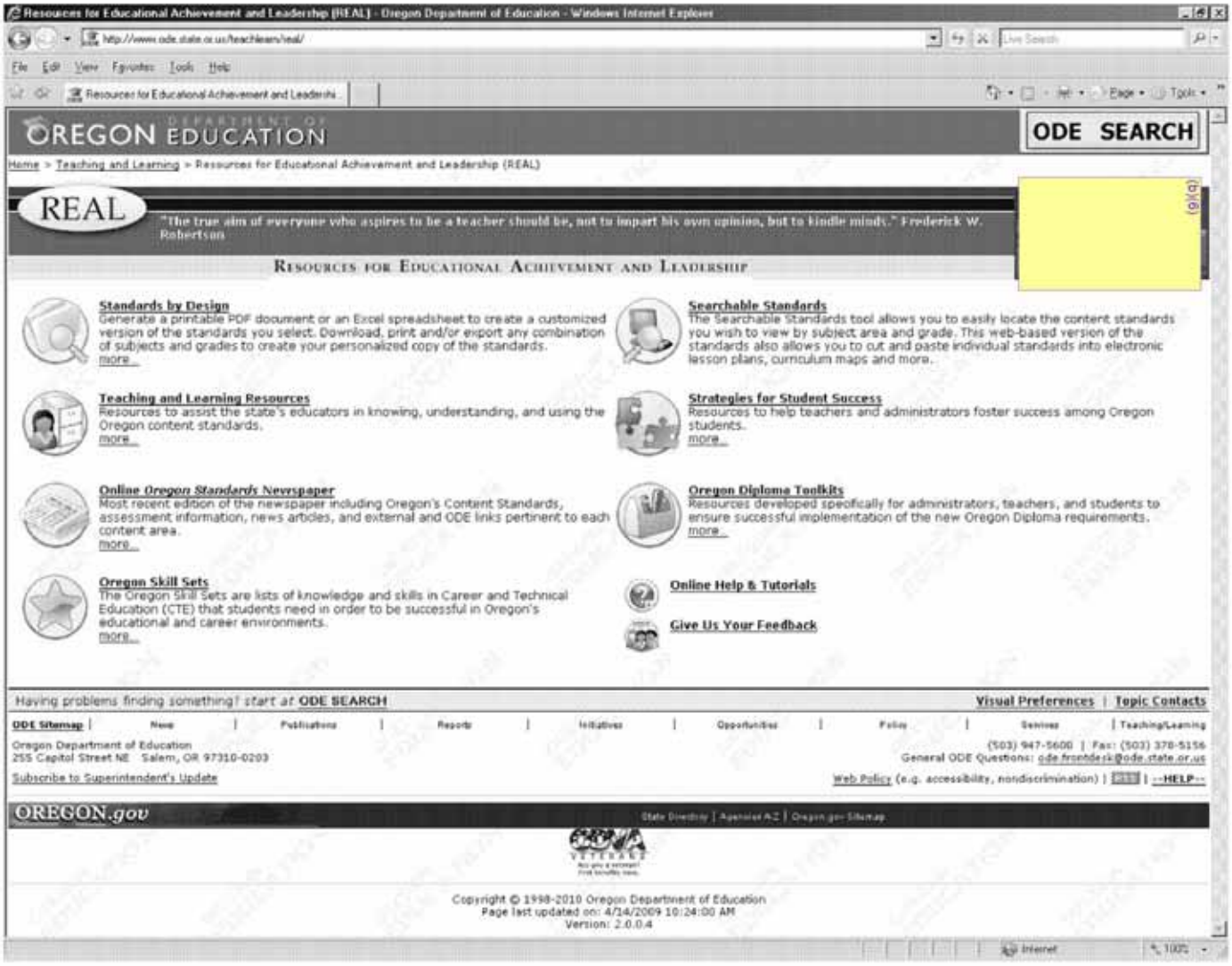
It is the hope of the Oregon Literacy Network that it will be able to obtain support from foundations or grants to allow the Center for Teaching and Learning to develop services and to help more districts participate.

Appendix B.20

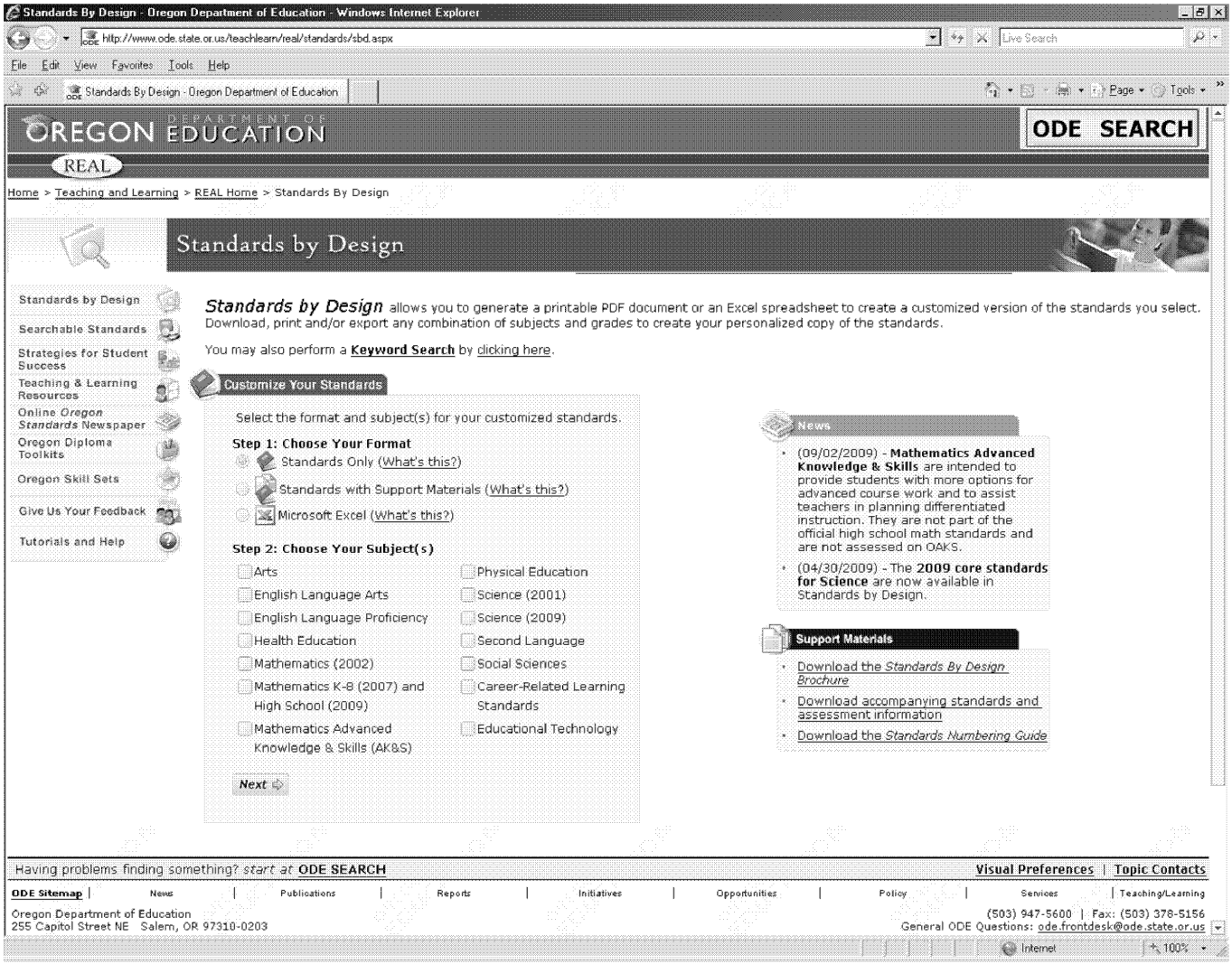
Indicators of High Quality or Low Quality Professional Development

A High Quality Professional Development Plan to Develop Teacher Understanding of New Standards	A Low Quality Professional Development Plan to Develop Teacher Understanding of New Standards
Is focused on ensuring that all teachers and administrators clearly understand the new standards and the assessment of the standards.	Ensures that only teachers in one grade understand the standards for that grade. Does not tie standards to assessments allowing teachers to develop their own assessments.
Provides enough practice for teachers to learn the difference between old and new standards and how assessments will evaluate student knowledge.	Only targets new standards without connecting them to assessments to these standards.
Is multifaceted, coordinated, and ongoing to support teachers and instructional staff on assessment and instruction of the new standards.	Provides one-shot, decontextualized workshops with little focus on how to effectively deliver instruction and little or no follow-up, feedback, or practice.
Focuses on learning ***about*** the new standards as well as learning how ***to implement and assess the new standards***…	Focuses just on learning ***about the new standards***…
Is differentiated by position and need.	Does not differentiate by position and need.
Builds within-school leadership capacity.	Depends on external support and resources.
Is aligned with district and state professional development.	Introduces competing initiatives and conflicting messages.
Results in thorough understanding of, and ability to implement and assess the new standards.	Results in general knowledge without direct application on how to implement and assess student knowledge of the new standards.

Appendix B.21

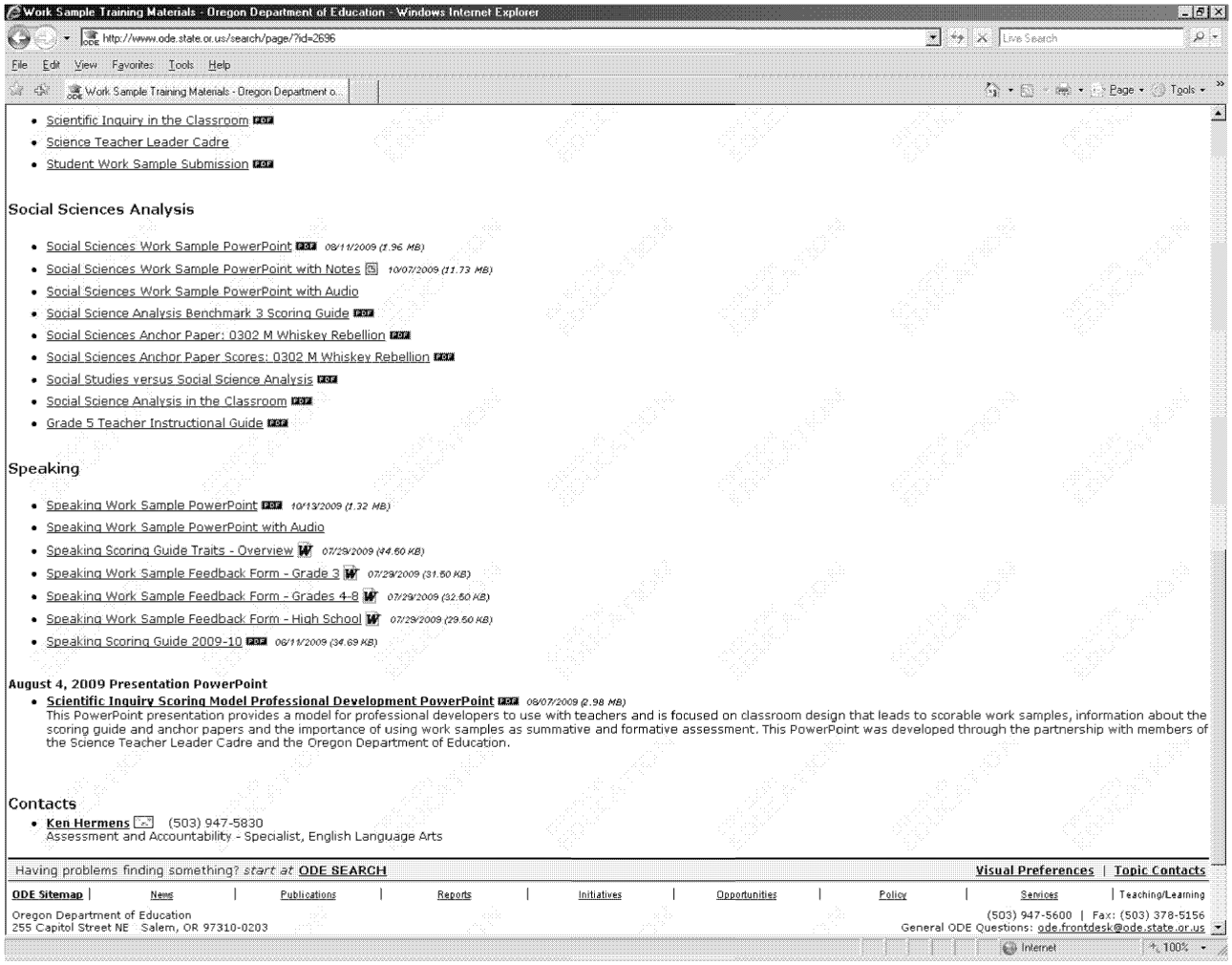


Appendix B.22



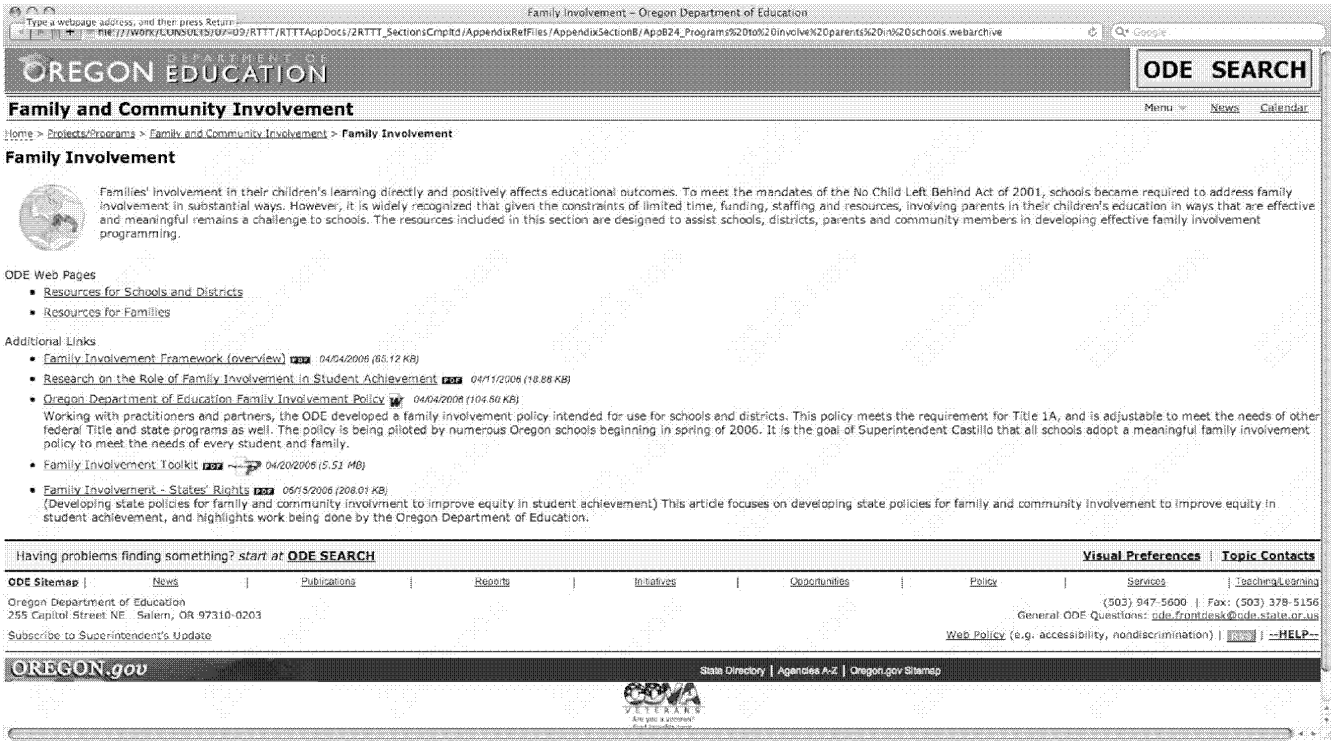
Appendix B.23

ODE website work samples - 1 of 2


Work Sample Training Materials - Oregon Department of Education - Windows Internet Explorer
http://www.ode.state.or.us/search/page/?id=2696
Live Search
File Edit View Favorites Tools Help
Work Sample Training Materials - Oregon Department o...
Page Tools
Scientific Inquiry in the Classroom PDF
Science Teacher Leader Cadre
Student Work Sample Submission PDF
Social Sciences Analysis
Social Sciences Work Sample PowerPoint PDF 08/11/2009 (1.96 MB)
Social Sciences Work Sample PowerPoint with Notes 10/07/2009 (11.73 MB)
Social Sciences Work Sample PowerPoint with Audio
Social Science Analysis Benchmark 3 Scoring Guide PDF
Social Sciences Anchor Paper: 0302 M Whiskey Rebellion PDF
Social Sciences Anchor Paper Scores: 0302 M Whiskey Rebellion PDF
Social Studies versus Social Science Analysis PDF
Social Science Analysis in the Classroom PDF
Grade 5 Teacher Instructional Guide PDF
Speaking
Speaking Work Sample PowerPoint PDF 10/13/2009 (1.32 MB)
Speaking Work Sample PowerPoint with Audio
Speaking Scoring Guide Traits - Overview 07/29/2009 (44.60 KB)
Speaking Work Sample Feedback Form - Grade 3 07/29/2009 (31.50 KB)
Speaking Work Sample Feedback Form - Grades 4-8 07/29/2009 (32.50 KB)
Speaking Work Sample Feedback Form - High School 07/29/2009 (29.50 KB)
Speaking Scoring Guide 2009-10 PDF 08/11/2009 (34.69 KB)
August 4, 2009 Presentation PowerPoint
Scientific Inquiry Scoring Model Professional Development PowerPoint PDF 08/07/2009 (2.98 MB)
This PowerPoint presentation provides a model for professional developers to use with teachers and is focused on classroom design that leads to scorable work samples, information about the scoring guide and anchor papers and the importance of using work samples as summative and formative assessment. This PowerPoint was developed through the partnership with members of the Science Teacher Leader Cadre and the Oregon Department of Education.
Contacts
Ken Hermens (503) 947-5830
Assessment and Accountability - Specialist, English Language Arts
Having problems finding something? start at ODE SEARCH
Visual Preferences | Topic Contacts
ODE Sitemap | News | Publications | Reports | Initiatives | Opportunities | Policy | Services | Teaching/Learning
Oregon Department of Education
255 Capitol Street NE Salem, OR 97310-0203
(503) 947-5600 | Fax: (503) 378-5156
General ODE Questions: ode.frontdesk@ode.state.or.us
Internet
100%

Appendix B.14

Programs that Involve Parents in Schools



Appendix C.1

Element 1: *A unique statewide student identifier.* In the 2001-02 school year, Oregon became one of the first states in the nation to introduce the use of a unique secure student identifier (SSID). Since then, the Oregon Department of Education (ODE) has expanded the use of SSID to cover all students served. To ensure uniqueness, ODE has implemented weekly procedures to merge student records whenever a student is issued a second SSID in a school transfer process. In addition, ODE updates testing records, so that assessment data are associated with the proper SSID. ODE also stores district-issued student ID numbers in order to link to localized data sources.

Element 2: *Student-level enrollment data.* ODE has a mature implementation of student-level collections to track enrollment, demographic, and program participation information. This year, ODE is implementing a Cumulative Average Daily Membership (CumADM) collection, which will use SSID for tracking enrollment, and high school completers/leavers. ODE is investigating the inclusion of other data elements, such as a calculated full academic year field, and special education program type codes to more tightly integrate collections and improve data quality.

Element 3: *Student-level exit, transfer, dropout, and graduation information.* Oregon currently tracks student-level information in six separate collections about the points at which students exit, transfer in, transfer out, drop out, or complete PK-20 education programs. These data are being consolidated into the new Cumulative Average Daily Membership (CumADM) collection (see above). This redesign will result in higher quality data on student outcomes and provide a more coherent view of these related outcomes to all stakeholders. In addition, the CumADM implementation will better support analyses needed by Oregon's impending move to a four-year cohort graduation rate. Future planned enhancements to the system include integration with the data systems used by the community college and university systems in the state.

With these revisions, Oregon will have better information to understand levels and trends related to cohort graduation and the percentage of students who continue in school beyond four and five years. These enhancements also improve the State's ability to track GED recipients, and expands preschool data to track factors that affect successful

transition to kindergarten. Transfer and graduation from non-Oregon institutions will also be added through participation in the National Student Clearinghouse (NSC).

Element 4: *Capacity to communicate with higher education data systems.* A collaboration among ODE, the Oregon University System (OUS) and the Department of Community Colleges and Workforce Development (CCWD) has resulted in a transcript exchange system, the Integrated Data Transfer System (IDTS). The IDTS enables three institutional levels to integrate their data systems: K-12, community colleges, and state universities. IDTS specifies a standardized, common file format (a universal transcript) to electronically transfer high school transcripts, state and national assessment data, and evidence of student proficiency from Oregon high schools to the Oregon University System and community colleges. The Secure Student Identifier is included as part of this record. This provides a foundation for the system's longitudinal data sharing of a body of data about a student, including education and career goals, for research and planning. ODE will be co-locating servers in the Oregon State University Data Center in June 2010. At that time, ODE will switch to using the same network service provider, Network for Education and Research in Oregon (NERO), which is used by colleges and university partners with excellent connectivity to Oregon K-12 schools. The project also develops the capacity to share student information with Washington state K-12 schools.

Element 5: *State data audit system assessing data quality, validity, and reliability.* ODE possesses established components of a state data audit system, including a well-defined data architecture, data validation rule sets, mature business rules, code review processes, standards development processes, and cross-domain validation procedures. ODE publishes a calendar of data collection cycles, specifying data submission and validation windows. Districts and schools are provided with a list of data errors, warnings, and possible errors for correction or confirmation. In addition, all software involved in the data lifecycle are developed using a disciplined process in which applications progress through development, test, and production environments, then undergo formal acceptance testing before use. A Data Governance Committee and Change Review Board safeguard data quality by overseeing requests to alter how data are collected and reported. ODE is working on the development of policies and procedures

that govern acceptable use of data by research stakeholders; further develop the state data audit system, including producing policy documents and technical manuals; and build out the Error Correction Reporting (ECR) system to automate error identification and tracking.

Element 6: *Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b).* The Oregon Assessment of Knowledge and Skills (OAKS) is Oregon's only statewide assessment system that uses a standards-based computer adaptive assessment, and more than 99% of eligible students take the assessment online. Results from OAKS Online are available to students immediately upon completing the test, available to teachers through the online reporting system within 15 minutes of students' completing tests, and stored within ODE's operational database within 48 hours after the completion of tests. To date, Oregon provides an individual student report that includes an analysis of student learning over time and has incorporated a growth model into its state accountability system. Oregon plans to expand the use of growth models to further inform instruction and to provide additional information about the success of instructional programs. The OAKS is administered in the content areas of reading and mathematics in grades 3–8 and 10, and grades 5, 8, and 10 for science and social science. In addition, ODE administers an on-demand writing assessment in grades 4, 7, and 10. This year, Oregon will begin collecting formative assessment data in kindergarten through eighth grade for reading and mathematics using easyCBM. In addition, ODE has been developing a standardized criterion-referenced kindergarten readiness survey measure. The measure is ready for validation trials and will undergo a formal content validity review. ODE will develop and publish intra- and inter-rater reliability estimates, criterion-concurrent validity estimates, and provide some evidence of construct validity.

Element 7: *Information on students not tested by grade and subject.* Oregon currently reports testing participation rates in the Adequate Yearly Progress and Oregon Report Card reports. Results are reported by grade level and subject area and are disaggregated by gender, ethnicity, disability status and other demographic variables. Starting in 2009-10, districts submit documentation regarding the students who are eligible to test as part of the same method the districts use to document enrollment for

state school fund purposes. This integration helps to ensure that participation rates accurately include all students. As part of our comprehensive and systematic data quality plan, ODE will develop (1) disaggregated reports on untested students, and (2) missing data techniques to estimate outcomes as if all students were tested. ODE will also design and conduct analyses to better understand the impact of test windows (*i.e.*, dates on which a student may test) and attendance patterns on untested students.

Element 8: *Teacher identifier system with ability to match teachers to students.* Oregon issues a Unique Staff Identifier (USID) to each licensed (including emergency and provisionally certified) teacher and other school personnel, including instructional assistants, school administrators, counselors, school psychologists, and instructional coaches. The ODE currently track subjects and areas of licensure as well as school of employment, and has a well-developed method for dynamically calculating highly qualified teacher status for a given subject area. Planned future developments include an inter-agency collaboration between ODE and the Teacher Standards and Practices Commission, another Oregon state agency, to develop mechanisms to increase the frequency and richness of data sharing in both directions. Besides improving teacher education programs, a key goal is to reduce the latency between data collection and the availability of reports to all stakeholders.

Element 9: *Student-level transcript information including information on courses completed and grades earned.* The PK-12 Integrated Data Systems (KIDS) is an ODE statewide system that is integrating data from different student information systems from across the state into a common data warehouse. The KIDS will provide the Oregon Department of Education and districts with a single, accurate, and authoritative student data system for the entire state, allowing seamless storage, access, and data transfer between districts and the state. In January 2010, KIDS will debut the Oregon Student Transcript Exchange (OSTX) application, which makes it possible to quickly exchange student records and transcripts between PK-12 schools, and between PK-12 schools and higher education institutions. Oregon does not currently have the ability to share student information with Washington state schools; however, the department is working on plans that develop that interstate relationship and add functionality for PK-20 transfers.

Element 10: *Student level college readiness scores.* Oregon currently provides PSAT assessments for all students enrolled in grade 10, but these data are not included in the state reporting system. ODE stores SAT data in its systems, but currently they are only available at the institution level (that is, they are not tied to Oregon's SSID). The ODE does not currently store ACT data. Data on how many students are in Advanced Placement and International Baccalaureate courses are not currently collected, although data on how many teachers are assigned those courses are. Planned enhancements to the State's longitudinal data system include storing SAT, PSAT, and, where available, ACT data at the student level linked by SSID. When not available from a vendor, ODE will develop a repeatable systemic approach to attaching an SSID to these data using established matching criteria. These data can then be used as part of the operational data store for additional information regarding student progress toward college readiness and as part of program evaluations. ODE will expand data elements related to AP courses and tests.

Element 11: *Information on student transition to postsecondary education.* The ODE currently partners with the Oregon University System to provide PK-12 transcript data for Oregon students who attend Oregon universities. Currently, OUS provides reports aggregated at the university level on factors affecting student transition, including participation in remedial courses by subject area. An OUS report called *The First Year* also includes predictive validity analyses linking student performance on Grade 10 OAKS measures, high school GPA, SAT I scores and first-year college performance. ODE will work with OUS, CCWD, OICA and partners in Washington, Idaho and Hawaii to develop a FERPA-compliant approach to systemic and repeatable student-level record sharing on successful student transition to postsecondary education. As these data become available, ODE will be able to analyze the efficacy of programs at the high school level. Transitions to non-Oregon postsecondary institutions will be tracked through participation in the National Student Clearinghouse. The National Student Clearinghouse is a non-profit organization founded by the higher education community to provide enrollment and degree verification services, based on data from 3,300 institutions of higher education covering 92% of college students.

Element 12: *Other information determined necessary to address alignment and adequate preparation for success in postsecondary education.* The ODE collects information on student grade retention, mobility, and discipline data that have an empirical impact on secondary and, therefore, indirect impact on postsecondary educational success. ODE will work with OUS and CCWD to identify other empirically validated factors that impact postsecondary educational success. As factors are identified, ODE will develop the data elements necessary to collect and report on these factors.

Teacher-Student Linkage

Oregon currently collects some data on teacher education and licensure, but does not match teachers to students by classroom and subject. We believe that this capability is critical to understanding the connection between teacher training and qualifications and student academic growth. The development of a robust teacher-student linkage is a major emphasis in planned reform in the state. To bridge the gap between our current teacher (USID) and student (SSID) unique secure identifiers, ODE will develop and implement an Instructional Unit Identifier (IUID). Data elements will include an NCES course code, term identifier, class period code, classroom ID, and school code. Collaboration with the Teacher Standards and Practices Commission, an external Oregon agency that issues teacher licenses and tracks teacher pre-service and in-service activities, will be significantly expanded. The data exchange between ODE and TSPC is not currently automated and is limited to federal reporting requirements data. Additional expansions to the teacher-student linkage will be developed with input from all partners. ODE will support the implementation of IUID with technical assistance and professional development provided through a new partnership with Oregon Virtual School District (ORVSD), an ODE-supported initiative housed at Oregon State University.

Oregon Longitudinal Data System

Professional development partners

The Oregon DATA Project

The Oregon DATA Project ("Direct Access to Achievement") is a three-year, $4.7 million initiative funded by the U.S. Department of Education's Institute of Education Sciences. Its mission is to provide professional development on the effective use of data, and to create a network to sustain the training.

OSIF

The Oregon Department of Education, in partnership with the Oregon Association of Education Service Districts, sponsors the Oregon School Improvement Facilitators (OSIF) Program to help build the capacity for planning, implementing, and sustaining continuous improvement.

Oregon Math Science Partnerships

The Mathematics and Science Partnership (MSP) program aims to increase academic achievement of students in these subjects by enhancing content knowledge and teaching skills of classroom teachers. Partnerships between high-need districts and university STEM faculty are at the core of these efforts.

EBIS

The goal of the Effective Behavioral and Instructional Support Systems (EBISS) project is to increase student outcomes by helping school districts and early childhood programs implement a continuum of effective and sustainable schoolwide academic and behavioral support systems.

Scaling Up

The state of Oregon is implementing Scaling Up as a participant in a Federal Model Demonstration Project guided by the State Implementation and Scaling Up of Evidence-based Practices (SISEP) based at the University of North Carolina, Chapel Hill.

THE OREGON DATA PROJECT

BUILDING EDUCATORS' CAPACITY FOR USING DATA TO IMPROVE STUDENT ACHIEVEMENT

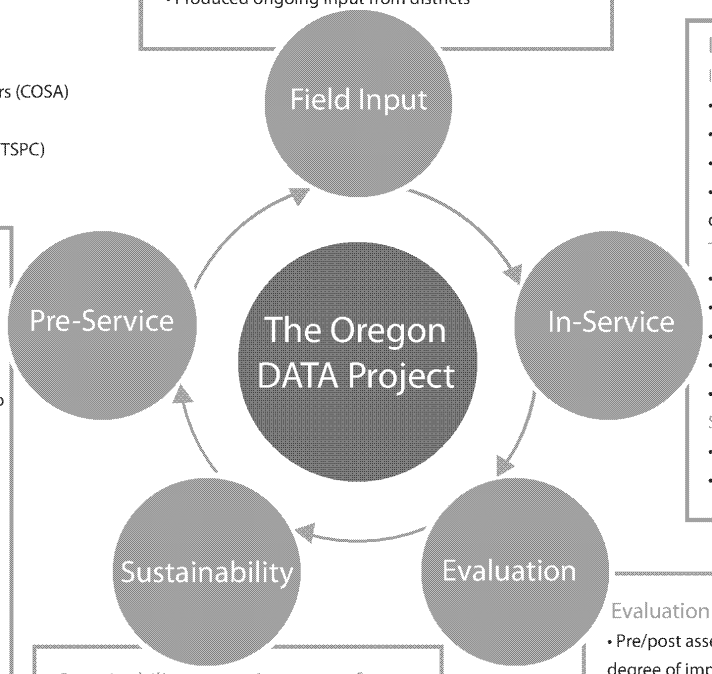
Collaboration is key. Project partners include:

Oregon Department of Education (ODE)
* Education Enterprise Steering Committee (EESC)
Education Service Districts (ESDs)
Oregon Community Colleges
Oregon University System (OUS)
Oregon PreK-12 (PK-12)
Oregon School Board Association (OSBA)
Confederation of Oregon School Administrators (COSA)
Oregon Education Association (OEA)
Teacher Standards and Practices Commission (TSPC)
The Governor's Office

Input from the field determined project design:

- Focus groups held statewide
- Identified need for Instructional & Technical training
- Created grassroots support
- Created collaborative atmosphere
- Produced ongoing input from districts

The Oregon DATA Project is funded with a 2007 grant from the U.S. Department of Education's Institute of Education Sciences. For more information, visit www.oregondataproject.org



In-service data-use training developed:

INSTRUCTIONAL STRANDS
- For administrators, teachers
- Three levels: District, building, classroom
- Statewide roll-out '08-09
- Content: Finding, organizing, and analyzing data; linking to increased learning

TECHNICAL COMPONENTS
- For data input teams
- Provides data steward/oversight model
- Statewide roll-out '09-10
- Content: How to build a culture of data quality
- ODE Help Desk supports effort

SCHOOL BOARD MODULE
- Adapted by OSBA
- Content: Importance of data; questions to ask

Pre-service project adds crucial link:

- Through separately funded SLDS grant
- Features co-teaching between university staff & project trainers; meta-cognitive approach
- Licensing & recertification requirements
- Teacher-student performance feedback loop to universities
- Participating universities include:
  - Eastern Oregon University
  - Oregon State University
  - Portland State University
  - Southern Oregon University
  - University of Oregon
  - Western Oregon University

* The EESC is a partnership between ODE, ESDs, K-12, Higher Education and the Governor's Office

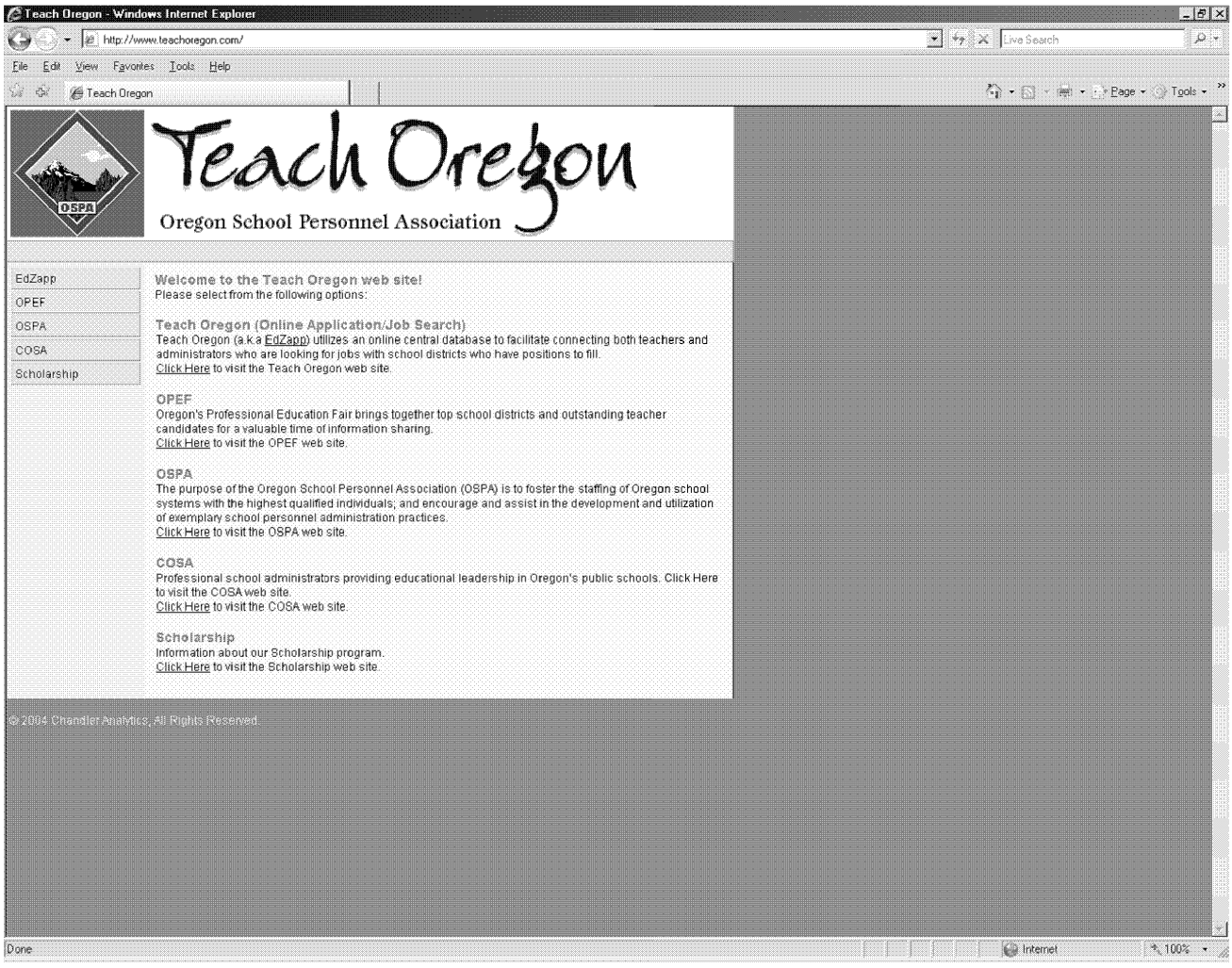
Sustainability strategies ensure future:

- Regional centers develop district plans
- ESD, K-12 trainers certified, supported
- "Deep" implementation project funded
- On-demand training video posted online
- Resources shared nationally via LDS Share, webinars

Evaluation components built into all training:

- Pre/post assessments of PD quality & meaningfulness; degree of implementation
- Participant implementation plans
- Efficacy scale-degree of implementation
- 3DME-assessment of beliefs
- Oregon Assessment of Knowledge and Skills (OAKS) & student performance

Appendix D.1


Teach Oregon - Windows Internet Explorer
http://www.teachoregon.com/
File Edit View Favorites Tools Help
Teach Oregon
Page Tools
Teach Oregon
Oregon School Personnel Association
EdZapp
OPEF
OSPA
COSA
Scholarship
Welcome to the Teach Oregon web site!
Please select from the following options:
Teach Oregon (Online Application/Job Search)
Teach Oregon (a.k.a EdZapp) utilizes an online central database to facilitate connecting both teachers and administrators who are looking for jobs with school districts who have positions to fill.
Click Here to visit the Teach Oregon web site.
OPEF
Oregon's Professional Education Fair brings together top school districts and outstanding teacher candidates for a valuable time of information sharing.
Click Here to visit the OPEF web site.
OSPA
The purpose of the Oregon School Personnel Association (OSPA) is to foster the staffing of Oregon school systems with the highest qualified individuals; and encourage and assist in the development and utilization of exemplary school personnel administration practices.
Click Here to visit the OSPA web site.
COSA
Professional school administrators providing educational leadership in Oregon's public schools. Click Here to visit the COSA web site.
Click Here to visit the COSA web site.
Scholarship
Information about our Scholarship program.
Click Here to visit the Scholarship web site.
© 2004 Chandler Analytics, All Rights Reserved.
Done
Internet
100%

Enhancing Professional Practice

A Framework for Teaching

2nd Edition

Association for Supervision and Curriculum Development
Alexandria, Virginia USA

CHARLOTTE DANIELSON

have phrased it, "Distinguished-level performance is a good place to visit, but don't expect to live there." The student component is important, because with some groups of students it is a daunting challenge to create a community of learners. It may take all year to make much progress at all. But the Distinguished level remains a goal for all teachers, regardless of how challenging it may be in any particular set of circumstances.

As a summary of the levels of performance, a swimming metaphor is helpful. The teacher at the Unsatisfactory level could be compared to a nonswimmer who has been thrown in deep water and is drowning. The swimmer who can manage the dog paddle, but nothing else, is similar to the teacher performing at the Basic level; the swimmer can get across the lake but may be swamped if any waves come up. A swimmer with command of a number of different strokes, and the knowledge of when to use which, is similar to a teacher performing at the Proficient level. And a competitive swimmer who is perfecting her strokes, or a swimming teacher, would be the equivalent of the teacher performing at the Distinguished level.

Figure 3.5 summarizes the levels of performance for the four domains.

The framework for teaching includes four levels of performance—Unsatisfactory, Basic, Proficient, and Distinguished—that serve to more fully describe the components and elements of each domain. They are useful primarily for structuring professional conversation.

FIGURE 3.5

Domain Levels of Performance

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 1 Planning and Preparation	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans—instructional outcomes, learning activities, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students.

(figure continues)

RTTT Appendix Page 345

FIGURE 3.5

Domain Levels of Performance *(continued)*

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 2 The Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
Domain 3 Instruction	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
Domain 4 Professional Responsibilities	The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.

RTTT Appendix Page 346

FIGURE 4.1

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

power and stability of students' misconceptions, particularly in mathematics and science. Teachers' knowledge of students includes knowing what these misunderstandings and misconceptions are; only then can they determine the appropriate next steps in learning for each student and for groups of students.

Furthermore, many schools include large numbers of students for whom English is not their native language. Awareness

performances, make home visits, or attend events in the community.

A teacher's knowledge of students varies, of necessity, depending on the teaching assignment. A high school music or physical education teacher who interacts with 400 students a week confronts a different challenge than that of the kindergarten teacher with a class of 19 children. It is only reasonable that the extent of their knowledge of students is correspondingly different. However, even the teacher with 400 students interacts with each one as an individual and can engage in ongoing efforts to understand the various factors that shape their world.

Demonstration

Teachers demonstrate their knowledge of students in the classroom orally and in writing. They can describe their students and what those students bring with them to the classroom. Their knowledge of students is evident in the instructional plans they create and in their interaction with students in the classroom. But because a teacher's knowledge of students is typically far greater than that which is demonstrated in any single unit or lesson plan, it's desirable for teachers to have the opportunity to describe this understanding. (See Figure 4.2.)

FIGURE 4.2

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.

(figure continues)

RTTT Appendix Page 348

FIGURE 4.2

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

FIGURE 4.3

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

RTTT Appendix Page 350

FIGURE 4.4

DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

RTTT Appendix Page 351

FIGURE 4.5

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

FIGURE 4.5

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction *(continued)*

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

collaboration skills. Clearly, no single approach is suitable for all these outcomes. A simple factual test may be appropriate for the factual knowledge but other approaches are necessary to assess conceptual understanding, data analysis, communication of findings, and collaboration skills. And if possible, assessment methodologies should reflect authentic, real-world applications of knowledge and understanding. Although not always possible, such authenticity motivates students and provides teachers with excellent insight into student learning.

A well-designed approach is clear about how student work will be evaluated. Again, this requirement is relatively easy with a test in which questions have a single right answer, student responses can be counted, and percentages calculated. But even when assessing students' factual knowledge, asking students to explain a concept in their own words provides much richer information than asking them to simply select a definition from a list of options. Furthermore, for more complex instructional outcomes and for responses that don't yield a single correct answer, part of designing an assessment is to determine a scoring system or a rubric for evaluating student work. For example, an instructional outcome might state, "Students will write a descriptive essay." For the goal to be meaningful, a teacher needs to specify the length and organization of the essay, the importance of mechanics, and use of language. The criteria, in other words, define the important characteristics of a successful response.

Such a rubric not only identifies the criteria of an acceptable response but also establishes standards of performance. In other words, it answers the question "How good is good

FIGURE 4.6

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

RTTT Appendix Page 354

learning community that no experienced teacher would overlook at the outset of a school year. Patterns of student interaction are critical to the overall tone of a class. So although it is true that students observe many models of how people treat one another (some of them negative), promoting positive interactions among students is a critical aspect of teaching. As Anna Quindlen put it in a commencement address in 2002: "People will forget what you said. They will forget what you did. But they will never forget how you made them feel."

Demonstration

Teachers demonstrate skill in establishing an environment of respect and rapport through their words and actions in the classroom. Occasionally, interaction with a student, or student interactions with one another, may require that a teacher offer an explanation so that an observer can fully understand the teacher's actions. Such explanations can take place in a discussion following the class. (See Figure 4.7.)

FIGURE 4.7

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interactions with other students

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

RTTT Appendix Page 355

Component 1: Philosophy Statement for Assessing Leadership Performance

Each school district has unique qualities embedded in its philosophy for assessing leadership performance. These variances are usually based on the specific initiatives the district is implementing and the current performance levels of their students. However, the core of each evaluation should focus on the leader's role and the behaviors needed to improve the performance of all students.

Because of this variance in visions and initiatives, each district's philosophy regarding the purpose and focus of its leadership assessment system should be clearly stated in the form of a formal Philosophy Statement. This statement sets the tone for the process and emphasis contained within the assessment system, and assists leaders through a clearly defined, shared vision.

Beyond broad statements of belief, some districts may identify a specific content area, domain, or attribute that is the emphasis in a given time period. That too, should be reflected in the Philosophy Statement for the assessment system.

EXEMPLARS: Philosophy Statement

Beaverton School District Philosophy Statement

Beaverton School District leaders are a professional learning team of culturally competent administrators who are committed to the educational achievement of each student regardless of background. We believe that effective educational leaders:

- Focus on student achievement, regardless of whether they oversee a school or a department.
- Ensure students at least a year's worth of growth for a year's worth of instruction.
- Provide visionary leadership that is collaborative and inclusive.
- Possess personal integrity and model ethical behavior.
- Recognize that equity rather than equality is critical to closing the achievement gap.
- Eliminate the barriers that prevent students from achieving.
- Provide collaborative and inclusive leadership that engages staff, students and community in the collective goal of increased student achievement.
- Allocate resources based on the areas of greatest student need.

Eugene School District Philosophy Statement

In today's educational systems the demands on a school administrator are at all time highs. The role of administrators is no longer solely that of a manager of the school, in fact that has become only a small aspect of their duties. Today's administrators are expected to be visionaries and community and instructional leaders. They are required to facilitate the staff forward in the best interest of the students while also taking on roles that include: fundraiser, data collector, mentor, and most important, educator.

Component 2: Explicit Leadership Standards

The relationship between school leadership and improved student achievement has emerged as one of the most critical aspects of education today, making the implementation and pursuit of explicit leadership standards essential for progress and continual improvement.

In 2005, the new Oregon Administrator Licensure Standards were adopted into Oregon Administrative Rules. The seven standards set the stage for the expectations of school leadership throughout the state.

A clearly unique feature of the Oregon Standards includes the requirement that "cultural competence" be embedded into each of the seven standards. Shortly after the adoption of the new Oregon Standards, the National Policy Board for Education Administration developed a revised set of standards called the Educational Leadership Policy Standards: ISLLC 2008.

Both the Oregon Standards and the ISLLC 2008 Standards are available online and are listed in the resources at the conclusion of this document. Both sets of standards articulate the knowledge and skills expected from today's school leaders. More important, they express an agreed upon formula for success, leading to the improved performance of all students. (It is important to note that although the standards are separated for organizational convenience, they are intended as a holistic formula to prompt excellent leadership as a school administrator.)

EXEMPLAR: Leadership Standards

Springfield's Leadership Standards are presented in four "domains" and encompass all seven of the Oregon standards.

Domain I: Curriculum, Instruction, and Assessment

Standard 1: Knowledge of Curriculum

A. Facilitates curriculum planning, implementation, and evaluation.
B. Ensures that the curriculum is relevant to the needs of all students.
C. Understands recent research about curriculum models and their effectiveness.

Standard 2: Knowledge of Instruction

A. Focuses on instruction, provides meaningful feedback, and understands effective instructional strategies.
B. Continually learns and disseminates knowledge of educational research and best practices.
C. Supports the use of technology as an instructional tool to enhance student learning.

Standard 3: Knowledge of Assessment

A. Uses data to determine student instructional needs and works with staff to monitor and improvement.
B. Implements guidelines for assessment and accountability.
C. Keeps staff focused on closing the achievement gap.

Standard 4: Powerful Teaching and Learning

A. Conducts goal setting and evaluation with all staff.
B. Devotes time and energy for student learning.
C. Maximizes student learning time by supporting staff to improve their teaching and learning.

Domain II: Instructional Leadership

Standard 5: Vision

A. Fosters a shared vision and purpose in order to build community.
B. Creates and implements school improvement goals and strategies via distributed leadership.
C. Open on-going, transparent communication.

Standard 6: Data-Driven Decision-Making

A. Collaborates with teachers to collect and use external and internal data.
B. Develops, uses, and supports staff teams.
C. Thinks and acts strategically to improve all outcomes and close all achievement gaps.

Standard 7: Innovation & Continuous Improvement

A. Models and encourages creativity.
B. Provides sustained professional development opportunities for all staff.
C. Continually and skillfully uses data to drive measurable academic and behavior improvements.

Domain III: Building Management

Standard 8: Professionalism

A. Possesses a professional code of ethics and is familiar with legal and contract requirements.
B. Commitment to district initiatives.
C. Actively seeks professional growth opportunities.

Standard 9: Building Operations

A. Manages the school facility effectively.
B. Maximizes human resources efficiently.
C. Applies principles of financial management and creative resource utilization.

Standard 10: Effective Systems

A. Implements the SPS teacher evaluation system to enhance teaching and learning.
B. Uses data systematically to improve the effectiveness of all services.
C. Fosters effective transition/articulation between different grade levels/schools.

Domain IV: School Culture

Standard 11: Positive Relationships

A. Communicates effectively.
B. Develops positive relationships with students and staff.
C. Develops relationships with parents and the community.

Standard 12: Community Connections

A. Integrates the school with the community at large.
B. Solicits and utilizes community resources.
C. Engages parents and community to facilitate student success.

Standard 13: School Climate

A. Builds a personalized learning environment through effective feedback systems.
B. Fosters pride and community within the school.
C. Develops and supports a safe and welcoming school environment.

Standard 14: Cultural Diversity

A. Institutionalizes cultural knowledge among all staff.
B. Promotes understanding and value of diversity within and between cultures.
C. Maximizes cultural assessment in a variety of ways.

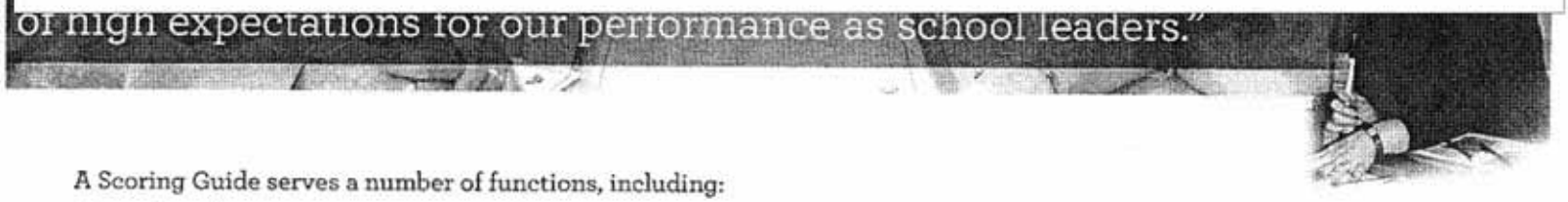
Source: Springfield School District

Component 3: Scoring Guides

A clear and descriptive Scoring Guide should accompany every set of evaluation standards. The Scoring Guide identifies and measures the specific components and details of each standard and should be used as a gauge to measure an administrator's current level of performance in each of the standard areas. For example, a Scoring Guide could provide the details to differentiate a leader who is Emerging, Meeting or Proficient with regard to a specific standard.

By using standards and Scoring Guides, school districts can determine current levels of performance. Further, school districts can provide a system where school administrators consistently strive to exceed the standards. Just as we know that high expectations lead to success for students in our schools, we now have the opportunity to hold a common set of high expectations for our performance as school leaders.

(b)(6)



A Scoring Guide serves a number of functions, including:

- Providing the opportunity to assess and evaluate school administrators and simplify the findings to identify areas for improvement and goal setting in specific areas.
- Serving to identify outstanding performance in relationship to one or more standards that are exemplars of high-leverage practices that should be shared with other educational leaders.
- Providing a reference point with a common language for administrators within a district.
- Helping future administrators within a licensure program to discuss the many facets of school leadership.

The VAL-Ed framework integrates key processes and core components nicely, and is a useful reference. This tool is an excellent example of the relationship between key components such as the standards and the scoring guide. We also found the NYC Leadership Academy's "Leadership Performance Planning Worksheet" to be effective with early career principals.

Beaverton School District's scoring guide, on the following pages, measures leadership performance on each of the stated standards and is useful for not only the seasoned leader, but also the novice administrator. The scoring guide scale allows for differentiation of performance along a continuum of descriptive behaviors. Ratings may be applied to an individual's performance or to a team's performance.

RTTT Appendix Page 358

EXEMPLAR: Scoring Guide

Leadership Dimension	Exemplary (In addition to being proficient)	Proficient	Emerging	Ineffective (Not meeting standards)
1. Student Achievement: Leaders who improve learning and achievement of all students through professional learning communities that result in improved teacher, instructional, school and organizational performance.				
1.1. Planning and goal setting	Goals and strategies are designed to address the instructional needs of all students, including those who are below, at and above benchmarks. Consistently shares strategies that are associated with improved student achievement.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	Student achievement goals are specific and measurable, but these efforts have yet to result in improved student achievement.	Goals are neither measurable nor specific. Focuses more on student characteristics than on the actions of the teachers and leaders in the system.
Central administrators	Goals and strategies are specifically designed to address district-wide goals and the needs of students and staff. Shares strategies that are associated with improved performance.	Goals and strategies reflect a clear relationship between the actions of leaders and department/organizational improvement. Results show steady progress based on leadership initiatives.	Goals are specific and measurable, but these efforts have yet to result in department/organizational improvement.	Goals are neither measurable nor specific. Focuses more on individual compliance than improved organizational performance.
1.2. Use of relevant data to make leadership decisions that result in school/ organizational improvement	Effectively influences colleagues in examining data through the five-stage cycle of improvement, resulting in improved student performance.	Uses data to change teaching assignments, course content, schedule, curriculum, assessments, interventions and leadership decisions. Staff draws inferences from data through the five-stage cycle of improvement. Uses data to challenge assumptions concerning the role of parents, SES, race and background in student learning.	Participation in data-driven decision-making workshops, and limited evidence of changes based on data.	Indifference to data, no changes in schedule, teaching assignments instruction, curriculum or leadership compared to the previous year. Unable or unwilling to make difficult decisions.
Central administrators	Effectively influences colleagues in examining data through the five-stage cycle of professional learning communities, resulting in improved overall organizational performance.	Clear evidence of the use of data to make observable changes in organizational and leadership decisions. Staff draws inferences from data through the professional learning community process.	Participation in data-driven decision-making workshops, and limited evidence of changes based on data.	Indifference to data, no changes in organizational decisions compared to the previous year. Unable or unwilling to make difficult decisions.
1.3. Results	Consistent record of improved student achievement on multiple indicators. Accepts no excuses for the lack of achievement by subgroups of students. Moves proficient student performance to the exemplary level.	Meets annual performance goals for student achievement. Average population improves as does the achievement of each group of students who have previously been identified as needing improvement.	Some evidence of improvement, but insufficient evidence of changes in leadership, teaching and curriculum that will create the improvements necessary to achieve student performance goals.	Blames students, families and external characteristics. Has not taken decisive action to change time, teacher assignment, curriculum, leadership practices or other variables in order to improve student achievement.
Central administrators	Consistent record of improved organizational performance on multiple indicators.	Meets annual performance goals.	Some evidence of improvement, but insufficient evidence of changes in leadership that will create the improvements necessary to achieve goals.	Blames others. Has not taken changed leadership practices or other variables in order to improve organizational performance.

EXEMPLAR: Scoring Guide

Leadership Dimension	Exemplary (In addition to being proficient)	Proficient	Emerging	Ineffective (Not meeting standards)
2. Visionary Leadership for Instructional and Operational Improvement: Leaders who facilitate the development, articulation, implementation and stewardship of a school or district vision of learning supported by the community. They promote a positive culture as a professional learning community, providing an effective instructional or operational program, applying best practices to student learning and designing comprehensive professional growth plans for staff.				
2.1. Provides feedback in a consistent and timely manner, responding to staff needs based on the priorities of the district and school or department	Shares professional development opportunities with sites to build the professional knowledge of others. Feedback is accurate, timely and specific, going beyond evaluation requirements, i.e. nominations, recognition, letters, etc.	Works with staff to create individualized learning plans for each staff member, and professional development activities reflect the prioritized needs of these plans. Provides formal feedback consistent with the district personnel policies and timelines and provides informal feedback to reinforce good performance and highlight strengths.	Demonstrates awareness of differentiated needs of staff members, and there are a few instances of differentiated professional development. Adheres to the personnel policies and timelines in providing formal feedback, although the feedback is only occasionally used to improve organizational performance.	Professional development is typically "one size fits all" and there is little or no evidence of recognition of individual staff needs. Formal feedback lacks specifics and more often associated with negative than positive behavior. Personnel policies and timelines are observed haphazardly.
2.2. Strong assistant administrators, teacher leaders and/or staff leaders who are capable and trusted to successfully assume a leadership role	Established record of recruiting, mentoring and placing potential leaders in leadership roles. Staff members facilitate meetings and exercise leadership in committees and task forces; other employees, including non-licensed staff, exercise appropriate authority and assume leadership roles where appropriate.	Personally trained at least one assistant administrator, teacher or staff leader who is capable of successfully assuming a leadership role. Recruits, identifies and develops new leaders annually. Clear pattern of sharing leadership and decision-making.	Provides some training to an assistant administrator, teacher or staff leader who may, in time, be capable of independently assuming a leadership role. Encourages staff to seek leadership roles in the building or department. Sometimes delegates, but also maintains decision-making authority that could be delegated to others.	Subordinate leaders are incapable of assuming additional responsibilities. Seems indifferent to the need for leadership in the system. Reserves decision-making authority, even on immaterial matters. Subordinates are unwilling or unable to exercise independent judgment.
2.3. Participates in, leads and applies professional development and educational research trends within the context of a professional learning community	Professional development is embedded in all meetings and focused on district priorities. Knowledge shared has been researched and evaluated. Ensures that best practices learned in professional development are applied in the daily lives of teachers and staff leaders throughout the organization. Regularly shares with other schools, departments or districts to maximize the impact.	Devotes staff meetings to professional development, personally leading it. Plan is sustainable, research-based and directly linked to professional learning communities. Evidence of actual application of personal learning and use of research trends in the organization. Does not continue professional development programs that lack clear evidence of success.	Sometimes devotes staff meetings to professional development and occasionally shares research and personal learning experiences with colleagues. Professional development relates to organizational objectives, but there is no way of assessing its impact. Programs that are popular tend to be the norm. No data or research exists to support strategies as best practices. Can give only a few specific examples of application to the organization.	Displays little or no evidence of relevant research, new learning or sharing that learning with colleagues. Only superficially addresses a topic, before moving to another. Personal professional development agenda is based on preference, not organizational needs. Professional development is an expense, not an investment in constructive improvements.

This is a portion of Beaverton's Scoring Guide. The full document includes the leadership dimensions of Personal Leadership Qualities; Collaboration/Inclusive Practice, and Effective Management. The complete guide will be available on the Oregon Department of Education website in fall 2009.

Source: Beaverton School District

RTTT Appendix Page 360

Component 4: Process and Timeline for Assessing Leadership Performance

Each school district's assessment system should provide a clear description of the process and timeline used to assess and support leadership performance.

The assessment system should represent an ongoing improvement cycle focused on clear standards and the support and activities that will occur throughout the year to improve performance. The overall process should provide numerous reflection points, beginning with self-reflection, and then with colleagues and supervisors. The process should also prompt administrators to continuously identify artifacts and key evidence noting progress toward meeting each standard. Multiple reflection and sharing opportunities with colleagues are critically important for the development of each administrator.

EXEMPLAR: Timeline for Assessment

Suggested Timeline	Action
April	Principals are asked to reflect on the Leadership Standards and identify evidence for each of the standards.
May	The district administrator meets with the principal to hear the principal's evidence and reflections.
Late May	At an Administrative Council meeting, all administrators share their evidence and reflections in small groups.
Early June	The Cabinet Team meets to give input on the performance of all principals.
Late June	District Administrator meets with principal to share final Performance Evaluation. A copy of the final evaluation is placed in the administrator's personnel file. An Individual Professional Development Plan is drafted for the next year.
July	The principal reads, reflects and rejuvenates in preparation for the work session in August.
August	Administrators and school board members meet in a work session to identify priorities and plans for the upcoming year.
September-February	During monthly meetings, Cabinet members review leadership performance goals and progress with principals.

Source: South Lane School District

Component 5: Performance Goal Setting

Even the finest leaders can stagnate without goals for improvement, and the inherent outcomes of these goals: the development of new skills, confidence to take risks and determination to succeed at a higher level. To encourage continual improvement, the assessor must work with leaders of all levels to set specific performance goals and a corresponding action plan. Following a few guidelines for the development of these tools helps ensure goals that deliver precise results.

The evaluation team will know it has succeeded if every goal has as its outcome some affect on improved student achievement. Beyond that, success hinges on the definition of performance goals that achieve a fine balance that is both ambitious and attainable. Progress is imperative, but goals must be reasonable and realistic—and they must present a challenge.

Effective goal statements always define the participants, a timeline, and what is to be accomplished and why. The desired results must be measurable, and the tools for measurement must be established early in the process if accountability is expected.

Assessors should take care to define and organize goals as individual or team-based. Individual goals are focused more on the specific leadership skills of the individual being assessed. In contrast, team goals are generally focused on the initiatives of the school or district and focus on the team actions needed to support the team improving the entire system's level of achievement. Team-based goals should also be used in cases when collaboration and communication among administrators is necessary to make progress toward school or district goals.

Once a specific, attainable, and measurable goal statement is developed, an action plan should be created to guide progress toward accomplishment of the goal. Ensure that the action plan includes the following:

- A statement that describes the current level of performance
- Action steps required to attain the goal
- Due dates or a timeline
- A list of resources or support that will be needed to attain the goal

Component 6: Monthly Conversation Guide

Too often, leadership assessment is an end-of-the-year summative report that has little impact on professional growth or improved student achievement. In contrast, beginning the school year by scheduling monthly conversations is a formative approach that ensures multiple opportunities for feedback and self-reflection.

Monthly conversations can be conducted individually or as a team. There is great power in professional conversations with one's peers and with multiple voices at the table. Just as we ask teachers to de-privatize their practice within the context of a professional learning community, administrators are encouraged to use each other as valuable resources.

Conversations should focus on a couple of the standards each month. Discussing issues related to professional goals will also provide a context for rich discussion that will help leaders to improve their practice and problem solve throughout the year. A quality assessment system provides monthly prompts to ensure the reflections and conversations are focused and consistent throughout the district.

EXEMPLAR: Monthly Conversation Guide

January

Ask principals to share their mid-year teacher goal check-ins. How do they know each teacher is where they need to be in the curriculum? What evidence do principals see that the work being assigned is rigorous and well aligned to the standards? Are teachers using questioning strategies that cause students to go deeper in their thinking?

February

What process are principals using to track student progress on state tests? How many testing opportunities have been used? How are principals supporting teacher examination of appropriate interventions and supports for each student?

March

What plans have principals made for staffing for the following year? What grade/course changes will be necessary to accommodate student populations? What budgetary needs have been identified that may be different from the status quo?

April

What conversations are principals leading for updating their school improvement plans? What does the preliminary data show about progress toward meeting school goals? Individual goals? Have formal evaluations been completed and copies sent to the Human Resource Director? What concerns do principals have about teaching and learning in their school?

May

Have principals completed their annual reflection and collection of key evidence for each of the six administrator standards?

June

What initiatives did you implement this year that you know improved student performance? How do those initiatives inform your work as you move into a new school year? What new initiatives are you considering and why?

July

What professional reading have principals done during their recharging time? What actions do principals plan to take as a result of their new learning?

August

Discuss inservice and professional development plans for the year.

September

What process are you using to determine individual and team goals for staff? Where are you in that process?

October

What early indicators are you tracking to identify students that are showing early signs of struggle? What interventions are you considering to address these issues?

November

What opportunities have parents had to interact with staff and administration this school year? What plans do you have for communicating with parents throughout the year? How often have you conducted learning walks and what does the data say about how staff are doing offering quality instruction to all students?

December

What are your plans for refocusing staff and students after the winter break? What adjustments are you planning in your daily schedule to insure success toward your school goals for the year?

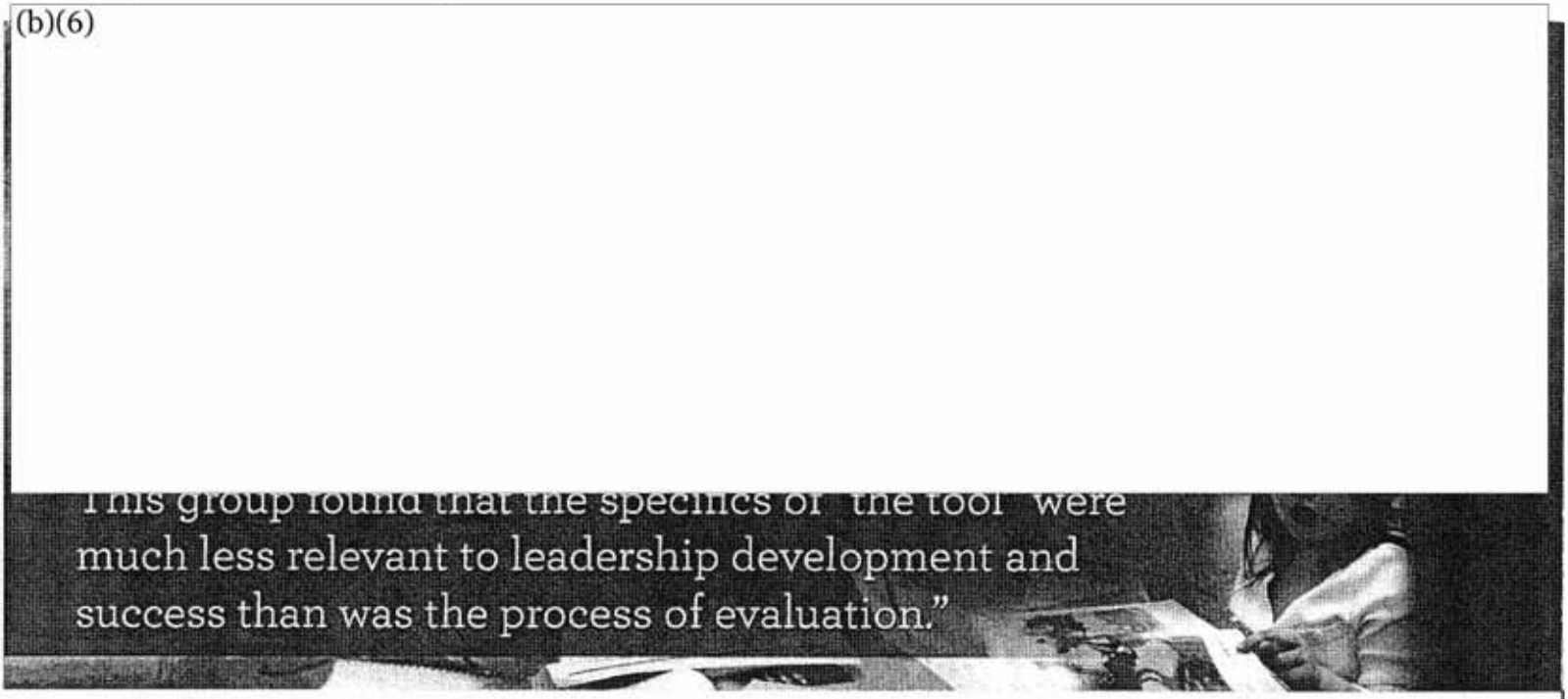
Source: South Lane School District

Component 7: The Evaluation Tools

Despite trends to standardize assessments and performance evaluations, this group found that the specifics of "the tool" were much less relevant to leadership development and success than was the process of evaluation. The presentation and reporting of evaluation varies widely and does not necessarily correlate with success. However, processes that invoke certain assessment elements routinely lead to improved leadership performance. Therefore, the most effective evaluation tools must specifically address the following five categories:

1. Self-evaluation
2. Identification of Key Evidence and Artifacts
3. Survey Tool for Broad Feedback (360°)
4. Leadership Reflection Opportunities
5. A Performance Summary

(b)(6)



1. Self-evaluation

Self-reflection and evaluation can be the most difficult, yet the most important part of developing and improving leadership performance. Any quality assessment system begins with personal awareness of how an individual rates him or herself on specific aspects of their performance matched against a clear set of standards. A high-quality leadership assessment system calls for continuous self-reflection and demands reflective practice.

Many administrators lament the lack of time and opportunity to reflect on their experiences and performance in a way that improves their performance for the future. Building multiple opportunities for self-evaluation and reflection into an assessment system ensures administrators get this important opportunity. It is also important that leaders have opportunities to share their reflections with other colleagues in a safe and supportive way. This sharing builds support for going beyond pockets of excellence in systems to building excellent systems throughout.

2. Identification of Key Evidence and Artifacts

Providing examples of key evidence and artifacts that document where leaders are relative to each of the administrator standards establishes a vision of desired leadership behaviors and skills. Identifying examples gives leaders a clear picture of the targeted behavior or skill. It is also an effective way to share outstanding ideas across schools and systems. (Ensure examples are varied enough to incorporate the style and uniqueness of individual leaders.)

The sharing of evidence and artifacts initiates the conversation between colleagues or between leaders and their supervisors. Further, as leaders are identifying their evidence for meeting or exceeding a particular leadership standard, they are engaging in reflective practice that creates additional thinking and growth.

RTTT Appendix Page 364

3. Survey Tool for Broad Feedback (360°)

We believe that 360° feedback is a critical component of a comprehensive leadership evaluation tool. 360° feedback refers to the practice of gathering feedback from "all around" the organization, including from all types and levels of stakeholders and employees in the system.

360° feedback tools provide a broad perspective of how leaders are perceived relative to critical standards of performance and allow the leader to identify gaps in their self-perception versus the perception of others. This feedback can be used to clarify leader strengths, to identify key areas for development, to raise self-awareness, and to enable feedback in a way that supports continuous improvement. Aligning the feedback tool to administrator standards and organizational goals also provides the individual giving feedback with a greater sense of awareness and influence in achieving those goals.

4. Leadership Reflection Opportunities

The task force found leadership reflection opportunities—both self-reflection and reflection with the learning community—to be the cornerstone for any great leadership assessment system. The systems that were identified as outstanding throughout Oregon's work allowed for ample, cyclical opportunities to reflect on the work being done by administrators. The reflection opportunities were often initiated by some sort of prompt such as, "What are three actions leaders in this district are taking to move schools, individuals or teams to improve the success of all students?"

While self-reflection was important, we found the most powerful opportunities are conversations among peers and even with those who directly supervise the administrator. Numerous task force participants reported that a common complaint from administrators is the challenge to find time to engage in the thoughtful and necessary reflection. This reinforces the need to build the reflection opportunities directly into the assessment process.

5. A Performance Summary

For accountability and contractual reasons—and to provide specific summative feedback—an effective leadership performance system documents the year-long progress in a Performance Summary. The Performance Summary typically is placed in a personnel file and provides the necessary documentation of overall performance in a given year.

We recommend the superintendent play a role in the year-long Performance Summary, including a reflective conversation with the administrator about the accomplishments and progress documented in the summary. The Performance Summary can also serve as a way to compare progress from year-to-year for individual administrators and across a system of administrators for an entire school district. A district can also use these summaries to determine their progress toward the vision of the district and help determine future professional development needs.

(b)(6)

Bethel School District has designed a tool that encompasses the categories discussed on the previous pages: self evaluation, key evidence, survey tool, reflection and a performance summary. In practice, this tool is used electronically, but the exemplar below provides a glimpse of a portion of the Bethel instrument.

EXEMPLAR: Administrator Growth & Evaluation Tool

Administrator: _____ Position: _____

School Year: _____ Assignment: _____

Supervisor: _____

Visionary Leadership

Collaborate to articulate a vision promoting the success of all students, assure that staff are aligned to the goal and inspired to help each student reach excellence.

Fall
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Winter
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Spring
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Instructional Leadership

Share extensive knowledge of best practices in instruction, assessment, and curriculum. Monitor the outcomes of programs and use data to make adjustments to meet student needs.

Fall
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Winter
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Spring
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Organizational Leadership

Appropriately garner and allocate resources to maintain a safe, culturally respectful, and conducive learning environment. Show awareness of the undercurrents in the school and address issues to help students and staff succeed. Use creative and innovative approaches to solve problems.

Fall
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Winter
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Spring
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Interpersonal Leadership

Communicate effectively to build a culturally respectful and responsive environment that values diversity, inclusiveness, and differing opinions while involving key stakeholders in the design, selection, and implementation of programs, important decision processes, and policy developments that impact the school.

Fall
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Winter
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Spring
Meeting Date: _____
Self-Evaluation: _____
Supervisor: _____
Evidence/Future Direction: _____

Source: Bethel School District

Ethical Leadership

Collaborate to articulate a vision promoting the success of all students, assure that staff are aligned to the goal and inspired to help each student reach excellence.

Fall
Meeting Date:
Self-Evaluation:
Supervisor:
Evidence/Future Direction:

Winter
Meeting Date:
Self-Evaluation:
Supervisor:
Evidence/Future Direction:

Spring
Meeting Date:
Self-Evaluation:
Supervisor:
Evidence/Future Direction:

Goal Review

Administrators and Supervisors will regularly (at least three times a year) assess progress on specified goals. Goals may be individual to the administrator or originate from district, school, or department goals. Goals shall be established jointly by the administrator and the supervisor. Goals should be specific and measurable (please see SMART Goal guidelines for reference at the end of this document).

Goal 1

Include SMART goal statement here

Present Status:

Activities to Accomplish Goal:

Benchmarks to Assess Progress:

Fall
Meeting Date:
Self-Evaluation:
Supervisor:
Evidence/Future Direction:

Winter
Meeting Date:
Self-Evaluation:
Supervisor:
Evidence/Future Direction:

Spring
Meeting Date:
Self-Evaluation:
Supervisor:
Evidence/Future Direction:

Goal 2

Include SMART goal statement here

Present Status:

Activities to Accomplish Goal:

Benchmarks to Assess Progress:

Fall
Meeting Date:
Self-Evaluation:
Supervisor:
Evidence/Future Direction:

Winter
Meeting Date:
Self-Evaluation:
Supervisor:
Evidence/Future Direction:

Spring
Meeting Date:
Self-Evaluation:
Supervisor:
Evidence/Future Direction:

Summary Review

Biennially administrators will receive a summative evaluation based on their performance for the current year. This evaluation will be placed in the administrator's personnel file.

General Comments:
Leadership Dimensions Review:
Goal Review:
Looking Forward:
Administrator Comments:

Administrator Date Supervisor Date

Source: Bethel School District

Formative Assessment to Determine What Works and Why

Curriculum-based Measurement (CBM):

Using Student Learning to Evaluate and Change Instruction

Computer-Based Training on Test Administration and Scoring

Student Management Interface

Online Comprehension Test, Grade 4

Data Entry

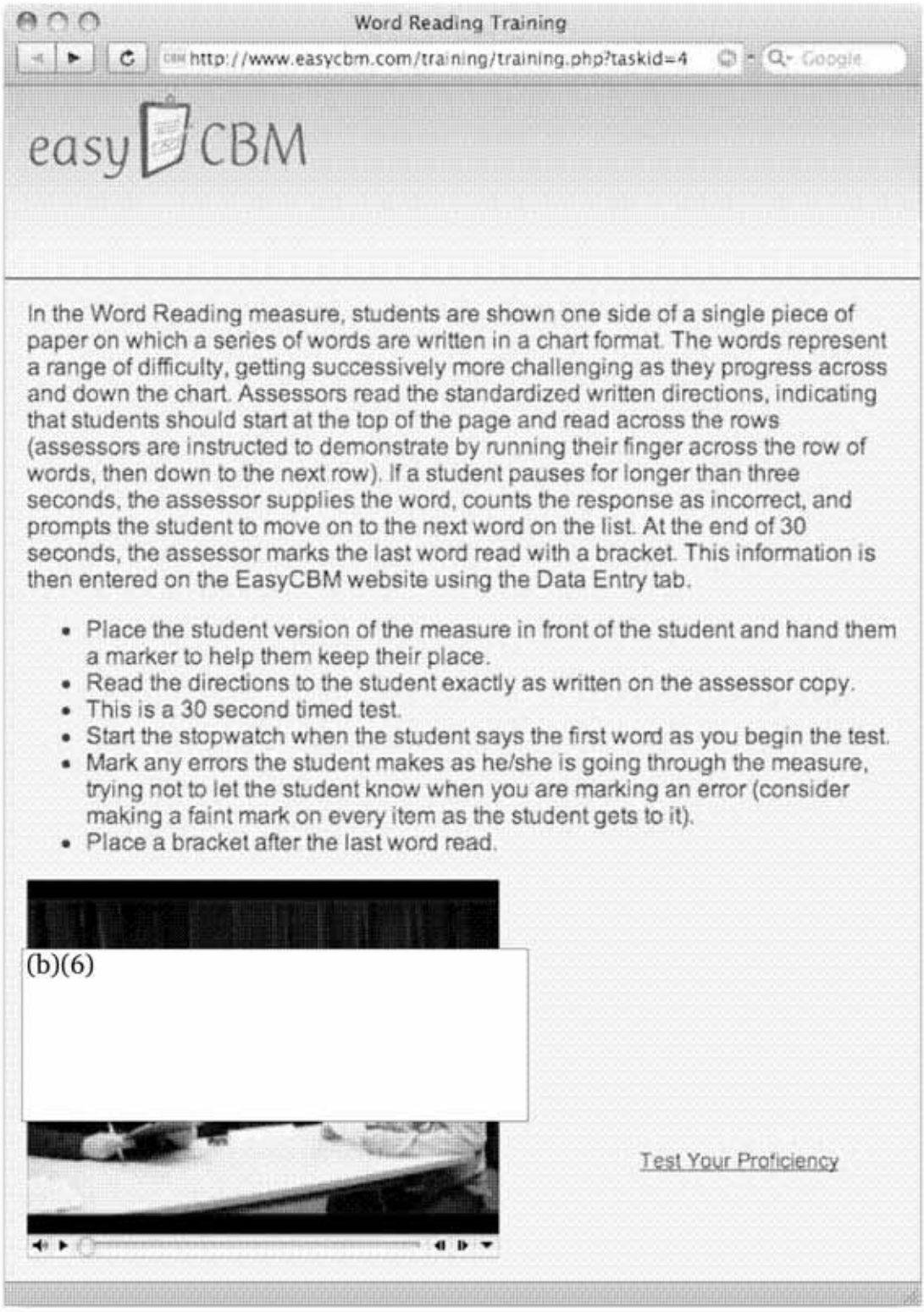
Intervention Interface

easyCBM Group Report with Item Analysis

easyCBM Individual Progress Monitoring Graph

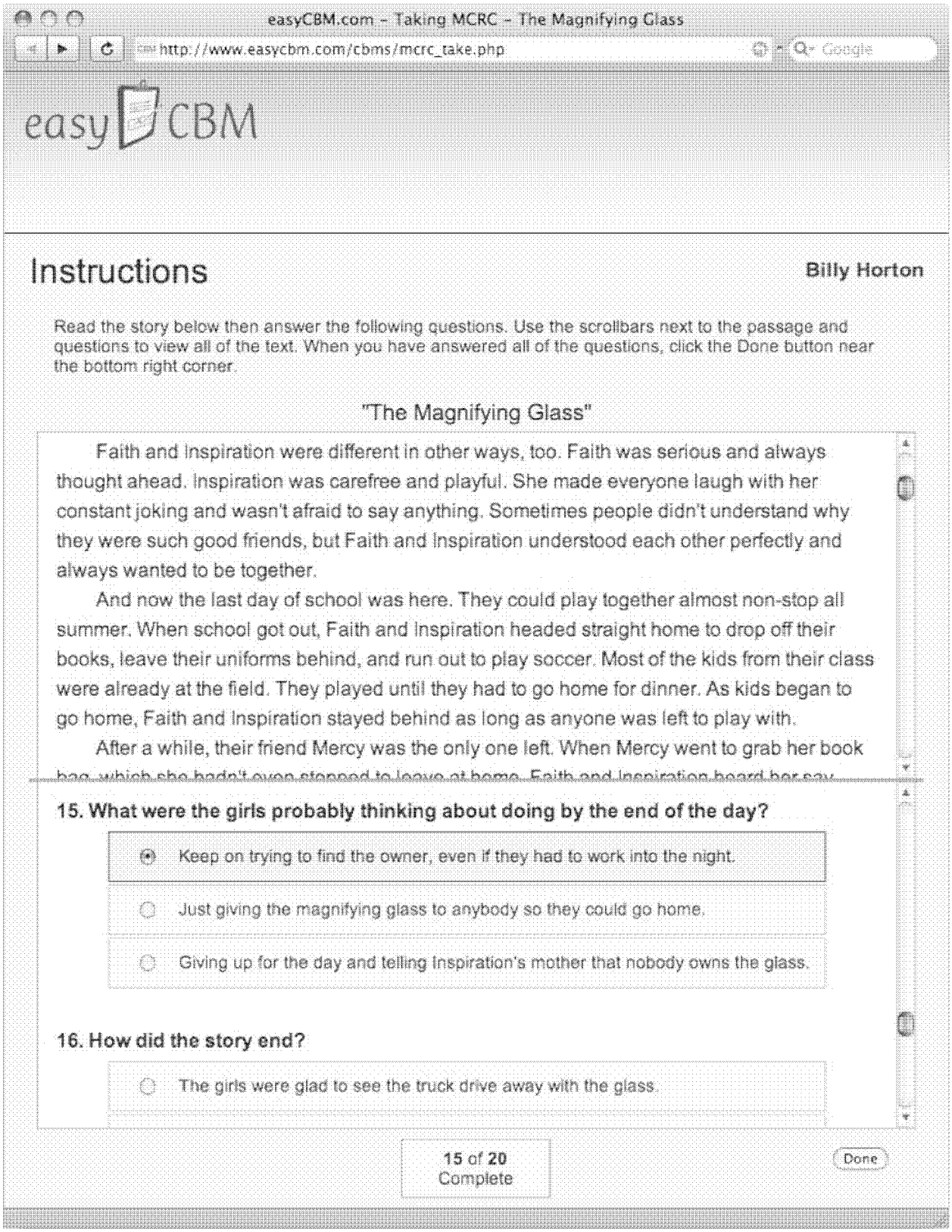
Training to Ensure Reliability of Administration

Sample Screen Shot of Computer-based Training on Test Administration and Scoring; We will be Adapting this Online Training for the Reading Assessment Validation Studies



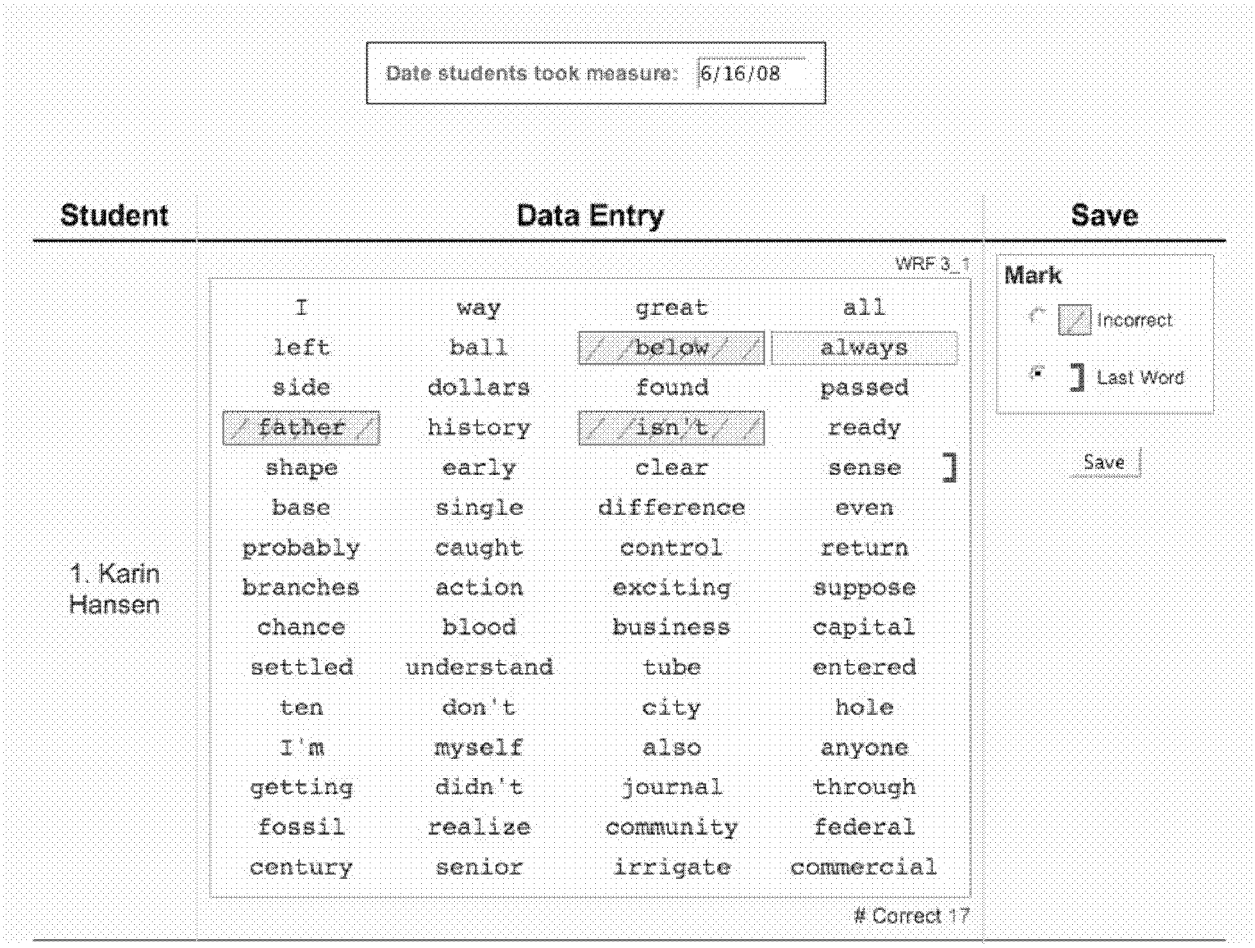
© 2006, easyCBM

Screen Shot of Online Comprehension Test, Grade 4



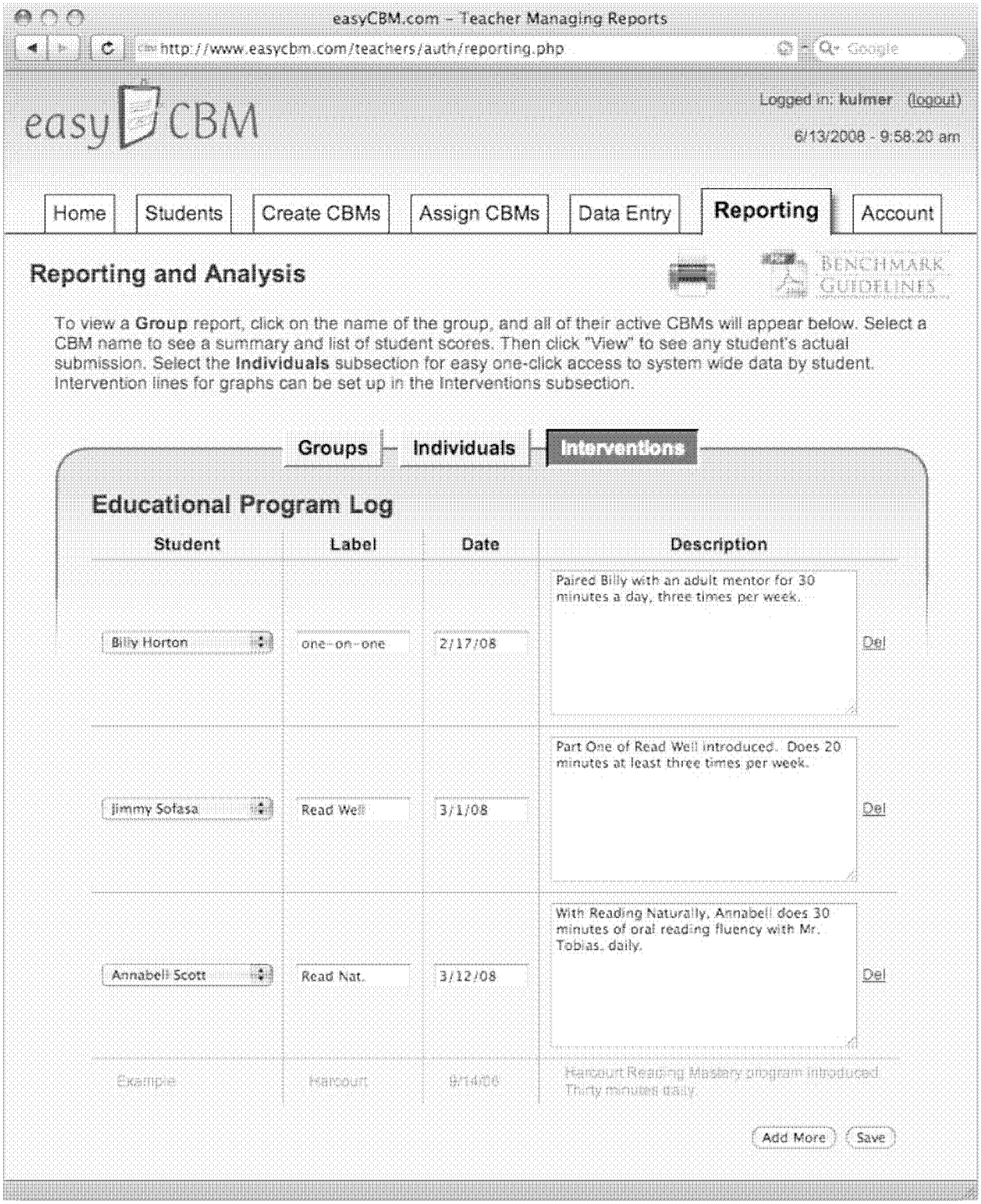
© 2006, easyCBM

Data Entry Screen, Allowing Teachers to Track Progress on Specific Skills Over Time



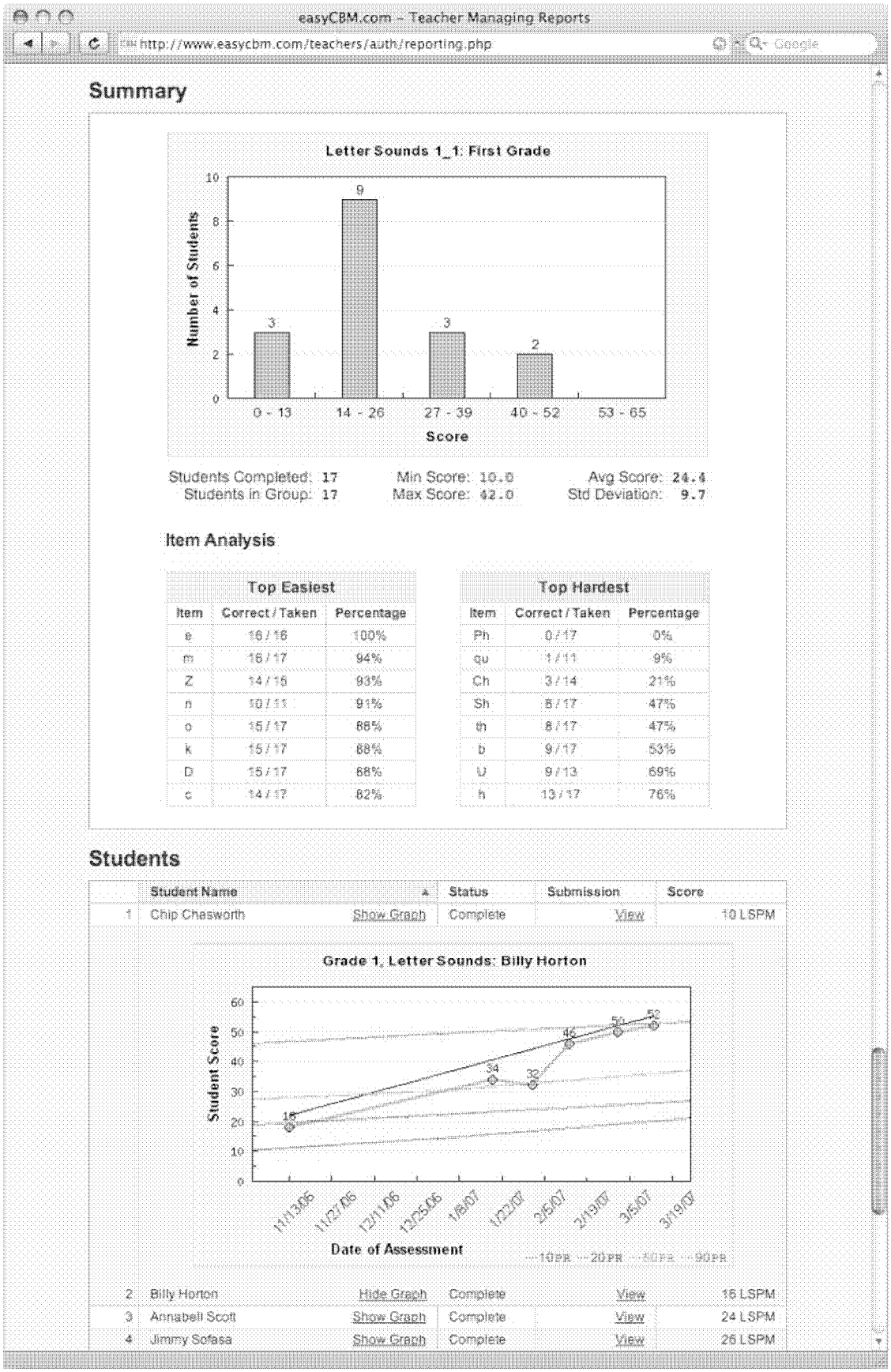
© 2006, easyCBM

Intervention Information, Useful for SST and IEP Meetings, Gets Entered to the System Using This Interface



© 2006, easyCBM

Example of easyCBM Group Report, with Item Analysis



Summary

Students Completed: 17 | Min Score: 10.0 | Avg Score: 24.4
Students in Group: 17 | Max Score: 42.0 | Std Deviation: 9.7

Item Analysis

Top Easiest		
Item	Correct / Taken	Percentage
e	16 / 16	100%
m	16 / 17	94%
Z	14 / 15	93%
n	10 / 11	91%
o	15 / 17	88%
k	15 / 17	88%
D	15 / 17	88%
c	14 / 17	82%

Top Hardest		
Item	Correct / Taken	Percentage
Ph	0 / 17	0%
qu	1 / 11	9%
Ch	3 / 14	21%
Sh	8 / 17	47%
th	8 / 17	47%
b	9 / 17	53%
U	9 / 13	69%
h	13 / 17	76%

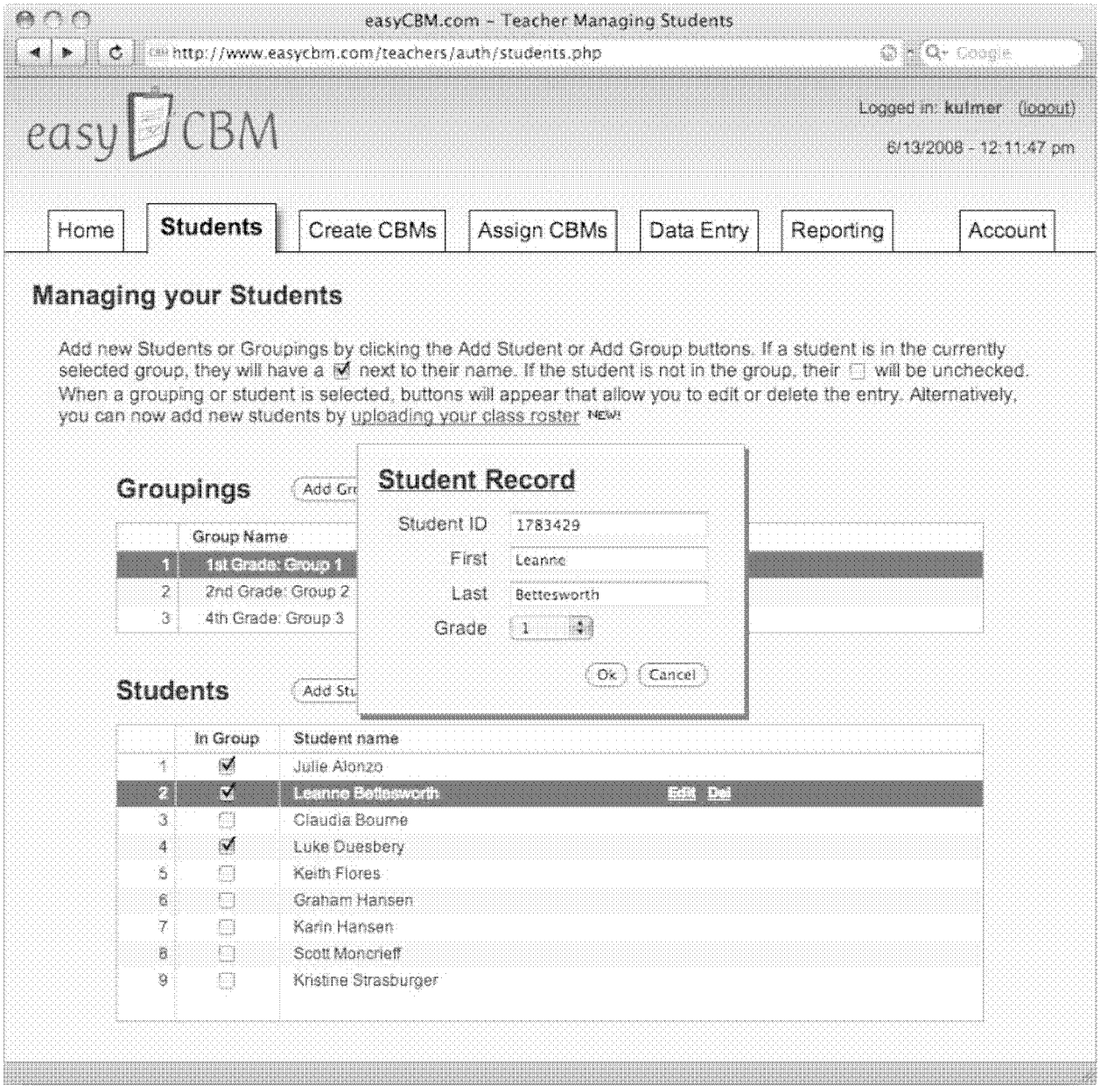
Students

	Student Name		Status	Submission	Score
1	Chip Chesworth	Show Graph	Complete	View	10 LSPM

2	Billy Horton	Hide Graph	Complete	View	16 LSPM
3	Annabell Scott	Show Graph	Complete	View	24 LSPM
4	Jimmy Sofasa	Show Graph	Complete	View	26 LSPM

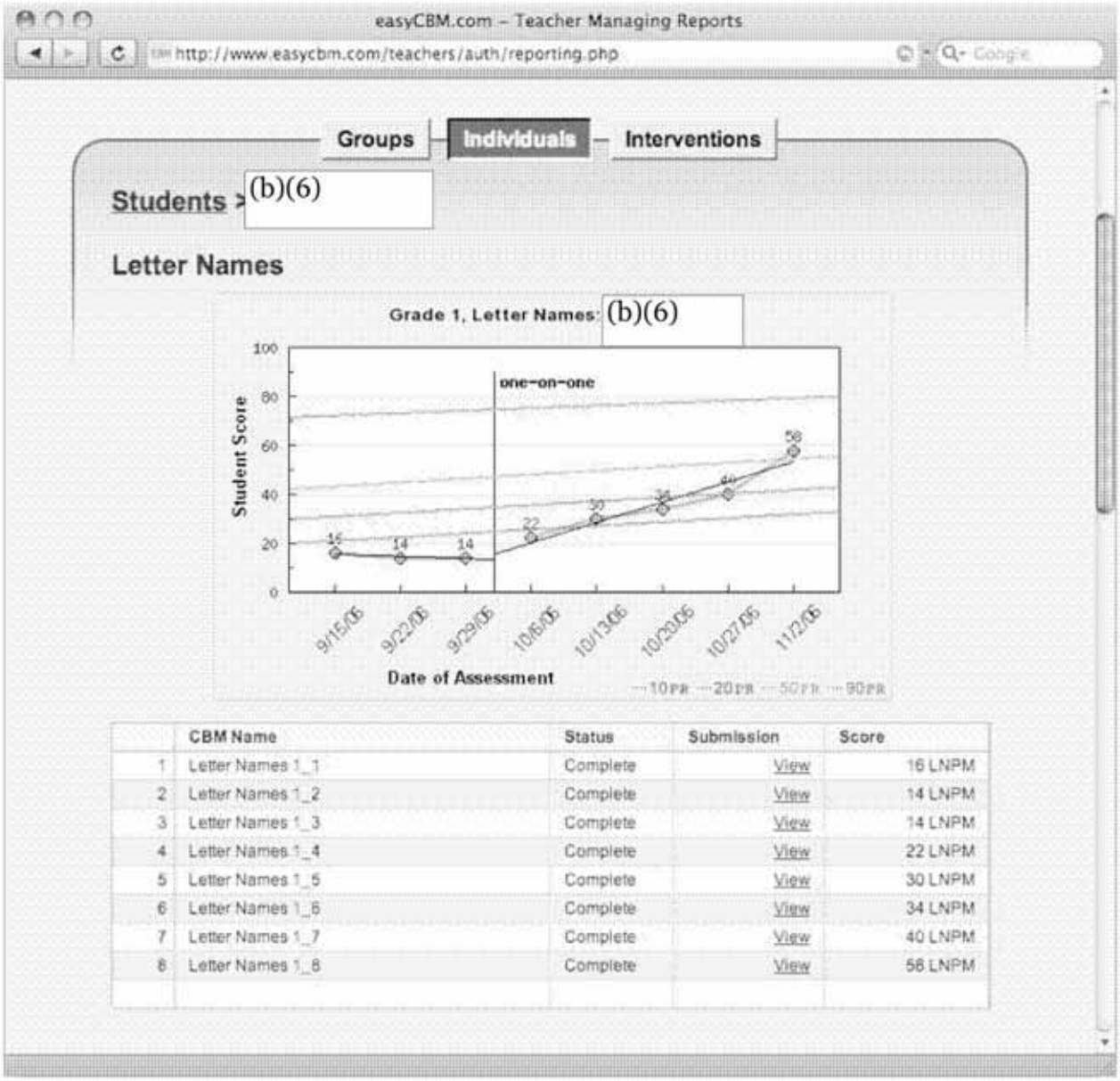
© 2006, easyCBM

Example of Student Management Interface Taken from Our Existing Elementary School Online Assessment System



© 2006, easyCBM

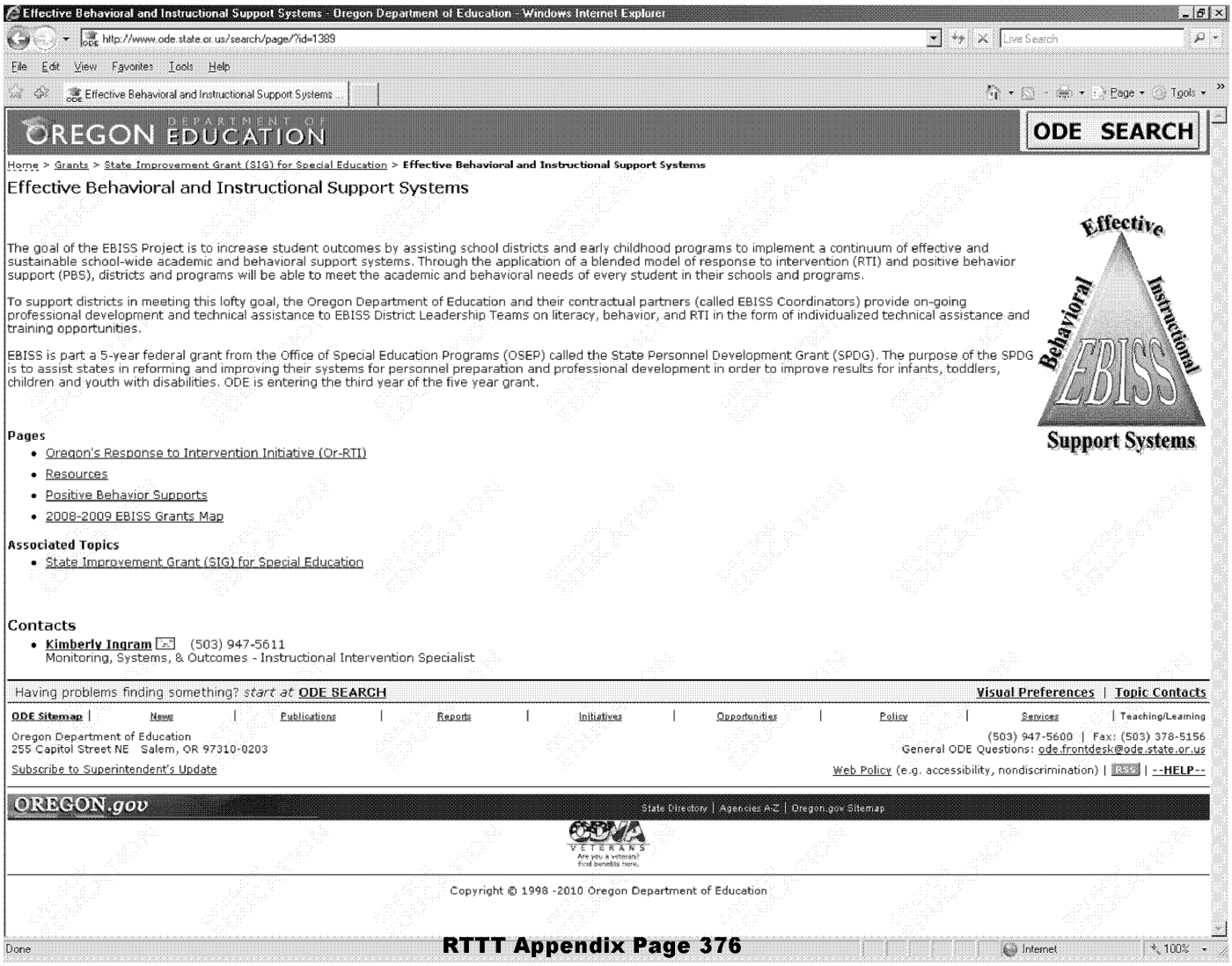
Example of Progress Monitoring Graph: Taken from Our Existing Elementary School Online Assessment System

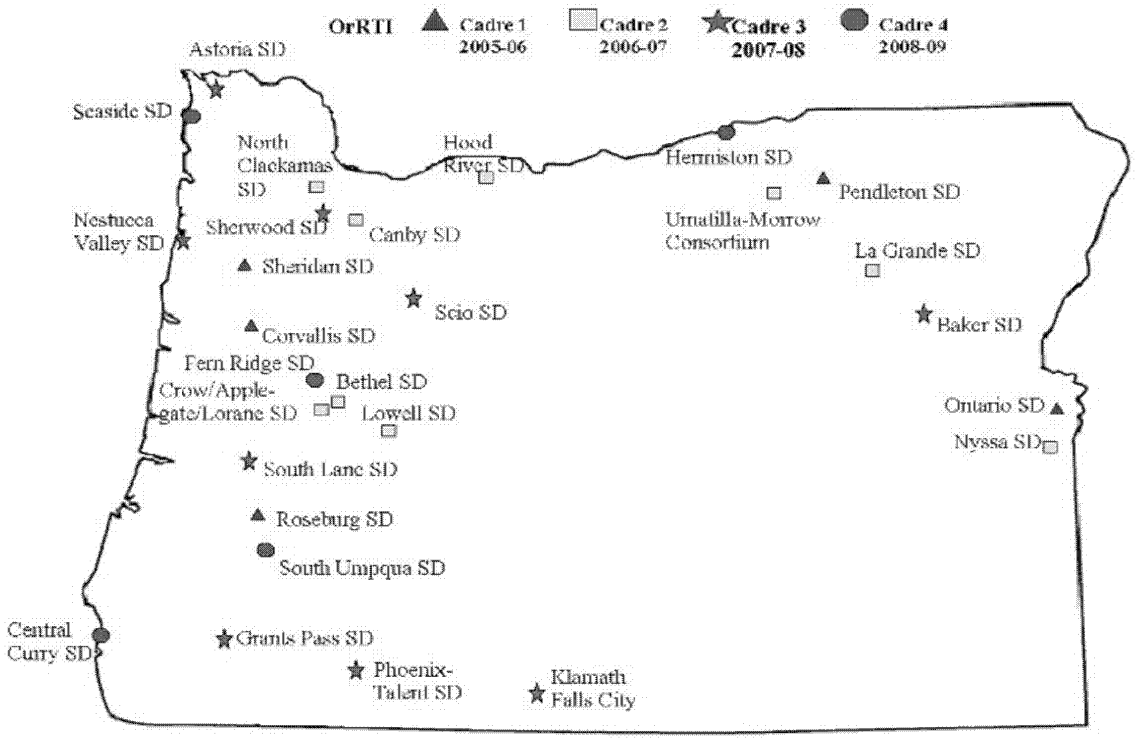


	CBM Name	Status	Submission	Score
1	Letter Names 1_1	Complete	View	16 LNPM
2	Letter Names 1_2	Complete	View	14 LNPM
3	Letter Names 1_3	Complete	View	14 LNPM
4	Letter Names 1_4	Complete	View	22 LNPM
5	Letter Names 1_5	Complete	View	30 LNPM
6	Letter Names 1_6	Complete	View	34 LNPM
7	Letter Names 1_7	Complete	View	40 LNPM
8	Letter Names 1_8	Complete	View	56 LNPM

© 2006, easyCBM

Appendix D.5


Effective Behavioral and Instructional Support Systems - Oregon Department of Education - Windows Internet Explorer
http://www.ode.state.or.us/search/page/?id=1389
Live Search
File Edit View Favorites Tools Help
Effective Behavioral and Instructional Support Systems ...
Page Tools
OREGON DEPARTMENT OF EDUCATION
ODE SEARCH
Home > Grants > State Improvement Grant (SIG) for Special Education > Effective Behavioral and Instructional Support Systems
Effective Behavioral and Instructional Support Systems
The goal of the EBISS Project is to increase student outcomes by assisting school districts and early childhood programs to implement a continuum of effective and sustainable school-wide academic and behavioral support systems. Through the application of a blended model of response to intervention (RTI) and positive behavior support (PBS), districts and programs will be able to meet the academic and behavioral needs of every student in their schools and programs.
To support districts in meeting this lofty goal, the Oregon Department of Education and their contractual partners (called EBISS Coordinators) provide on-going professional development and technical assistance to EBISS District Leadership Teams on literacy, behavior, and RTI in the form of individualized technical assistance and training opportunities.
EBISS is part a 5-year federal grant from the Office of Special Education Programs (OSEP) called the State Personnel Development Grant (SPDG). The purpose of the SPDG is to assist states in reforming and improving their systems for personnel preparation and professional development in order to improve results for infants, toddlers, children and youth with disabilities. ODE is entering the third year of the five year grant.
Effective
Behavioral
Instructional
EBISS
Support Systems
Pages
Oregon's Response to Intervention Initiative (Or-RTI)
Resources
Positive Behavior Supports
2008-2009 EBISS Grants Map
Associated Topics
State Improvement Grant (SIG) for Special Education
Contacts
Kimberly Ingram (503) 947-5611
Monitoring, Systems, & Outcomes - Instructional Intervention Specialist
Having problems finding something? start at ODE SEARCH
Visual Preferences | Topic Contacts
ODE Sitemap | News | Publications | Reports | Initiatives | Opportunities | Policy | Services | Teaching/Learning
Oregon Department of Education
255 Capitol Street NE Salem, OR 97310-0203
(503) 947-5600 | Fax: (503) 378-5156
General ODE Questions: ode.frontdesk@ode.state.or.us
Subscribe to Superintendent's Update
Web Policy (e.g. accessibility, nondiscrimination) | RSS | --HELP--
OREGON.gov
State Directory | Agencies A-Z | Oregon.gov Sitemap
Are you a veteran? Find benefits here.
Copyright © 1998 -2010 Oregon Department of Education
Done
Internet
100%


OrRTI
Cadre 1 2005-06
Cadre 2 2006-07
Cadre 3 2007-08
Cadre 4 2008-09
Astoria SD
Seaside SD
North Clackamas SD
Hood River SD
Hermiston SD
Pendleton SD
Umatilla-Morrow Consortium
Nestucca Valley SD
Sherwood SD
Canby SD
Sheridan SD
La Grande SD
Scio SD
Baker SD
Corvallis SD
Fern Ridge SD
Bethel SD
Crow/Apple-gate/Lorane SD
Lowell SD
Ontario SD
Nyssa SD
South Lane SD
Roseburg SD
South Umpqua SD
Central Curry SD
Grants Pass SD
Phoenix-Talent SD
Klamath Falls City

Appendix D.7

The Oregon DATA Project

"DIRECT ACCESS TO ACHIEVEMENT"

A project of the **OREGON DEPARTMENT OF EDUCATION**, with support from:

Project Events

- Meeting documents
- Master calendar
- Training calendar

Project Training

- Training materials
- Assessments
- Resources
- Session fliers
- Participating districts

Project Reports

- Two-year summary report

Project focuses on sustainability

Updated Jan. 15

As the new year begins, educators across the state are hard at work on the sustainability phase of the Oregon DATA Project. Several strong efforts are under way to ensure the data training continues to build capacity, as well as embed a culture of data quality in schools throughout our state.

Implementation RFP: This plan was designed to allow three ESDs working with one or two carefully chosen districts to study implementation considerations. The selected ESDs are High Desert, Linn-Benton-Lincoln and Northwest Regional. Each will receive approximately $100,000 over two years for the work of embedding a culture of data quality into partnering K-12 districts. A strong evaluation component looks at three areas: effectiveness of the professional development; degree of implementation; and the impact on student learning.

Sustainability agreement: An agreement between ODE and OAESD supports seven ESD regional centers as they provide job-embedded training and other support to districts within their region. All 20 ESDs were

- DATA Project at a glance
- Progress reviews

Project Documents

- Governance plan
- Communications plan
- DATA Project members

Project Research

- Facilitated sessions

Project Resources

- Presentations/information

Click here for the KIDS page!

placed into seven regional centers, based on criteria established through the Data Quality Work Group and the Instructional Leadership Council. About $1 million over a two-year period will allow investigation of various levels of implementation on the Instructional data training offered in Strand 3 (using data in the classroom).

So far, the Oregon DATA Project has trained more than a thousand teachers, administrators and classified staff, along with school board members, state education officials, higher education representatives and members of the public.

COSA schedules leadership event

Posted Dec. 15

Join COSA at the only leadership event dedicated specifically to assistant principals and aspiring administrators! The Assistant Principals and Aspiring Administrators Leadership Conference will be held March 15, 2010, at Northwest Regional ESD, Hillsboro, and March 17, 2010, at Seven Feathers Conference Center, Canyonville. Featured speakers are Principal John O'Neill, Detective Micah Smith, and Assistant Principal Robert Daugherty.

--->Please click here to register for the March 15, 2010, at Northwest Regional ESD, Hillsboro.

--->Please click here to register for the March 17, 2010 at Seven Feathers, Canyonville

The content, date and time of the conference is based on last year's conference evaluations. Conference sessions include: Academic Interventions, Advancement via Individual Determination, Assistant Principal of the Year, Having Difficult Conversations with Teachers/Staff, Leadership and Change, Positive School Culture, School Safety, Student

Appendix E.1

Sample Oregon School Report Card

2008-2009 School Report Card

GRANT
COMMUNITY SCHOOL

Dear Parents and Community Members, November 10, 2009

The Oregon Department of Education is proud to issue the 11th annual school Report Card. This year's report cards include two significant changes: a simplified rating system for schools and a new description of how much students have learned from year to year called a "Growth Model." The new rating system uses three categories: Outstanding, Satisfactory and In Need of Improvement. These ratings cannot tell you everything about your school but are a good starting point for talking about our successes and opportunities for improvement.

Susan Castillo, State Superintendent of Public Instruction

Federal Adequate Yearly Progress Rating: NOT MET

☒ DID NOT MEET ☐ MET

See rating details on back page

Oregon Report Card Overall Rating: SATISFACTORY [1]

In Need of Improvement | Satisfactory | Outstanding

SCHOOL AT A GLANCE

Student Population	School
Number of Students	403
Percentage of Students in English as a Second Language Programs	46.3%

Staffing	School
Administrators (FTE)	1.0
Teachers (FTE)	23.1
* Average Years of Experience	8.7
* With a Master's Degree or Higher	69.2%
* With Emergency or Provisional Credential as of January 15, 2009	0.0%
* Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	97.2%
* Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher	2.8%
Educational Assistants (FTE)	9.3
Other Staff (FTE)	6.4

Elementary Class Size	Number of Classes in Group	School	State
Fewer than 20 Students	4	25.0%	20.4%
20-25 Students	9	56.3%	51.6%
26-30 Students	3	18.8%	25.5%
More Than 30 Students	0	0.0%	2.5%

* Not displayed to protect student confidentiality. — No data available

Attendance	School	District	State
2007-2008	94.9%	94.1%	94.6%
2008-2009	95.1%	94.3%	94.7%

Expulsions	School	State
Number of Expulsions Due to Weapons	0	282

Testing Participation	School	State
Participation in 2008-2009 Statewide Assessment	99.3%	98.8%

Department of Education Notes

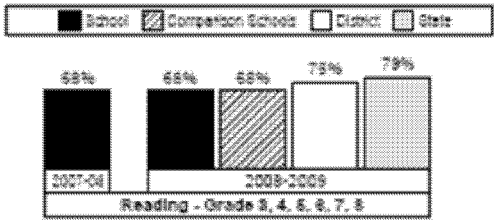
[1] For informational purposes only: Based on the 2007-08 report card rating system, this school would have received an overall rating of Strong.

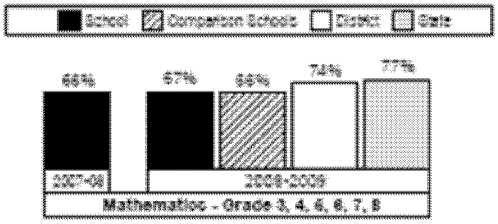
For more information, contact your local school.

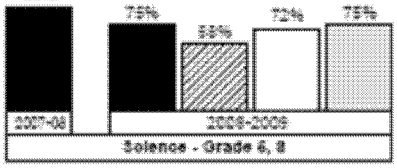
ACHIEVEMENT DATA

Academic Achievement
Percentage of Students Meeting Standards

The graphs below show the percentage of students in your school at the indicated grades that met or exceeded the state standards on Oregon Statewide Assessments during the last two school years. District, state, and comparison school averages are displayed. Comparison schools are Oregon schools with similar demographics.







Improvement in Student Performance

The table below shows the percentage of students in your school in grades 3-8 and 10 who either met or exceeded state standards or met their growth target in reading and mathematics for the last two school years. Growth targets are set yearly for students up to grade 8 and are based on each student's performance in the previous school year. Growth targets do not apply to students in grade 10 or students who did not test in the previous year.

	READING		MATHEMATICS	
STUDENT GROUP	2007-2008 %	2008-2009 %	2007-2008 %	2008-2009 %
American Indian/Alaskan Native	*	*	*	*
Asian/Pacific Islander	*	*	*	*
Black (not of Hispanic origin)	*	*	*	*
Hispanic	68.2	66.6	73.6	69.3
White (not of Hispanic origin)	85.4	86.6	79.0	86.1
Multi-Racial/Multi-Ethnic	75.0	91.7	88.3	75.0
Students with Disabilities	45.0	60.0	50.0	60.0
Limited English Proficient	53.1	61.3	59.8	62.2
Economically Disadvantaged	70.7	72.3	73.5	72.8
All Students	70.7	72.3	73.5	72.8

*Not displayed to protect student confidentiality. — no data available

For more information, contact the Oregon Department of Education at 503-947-5764.

Grant Community School (740)

STATEWIDE ASSESSMENT RESULTS

The table below shows the percentage of students in your school in grades 3-8 and 10 that exceeded, met, or did not meet state standards and participated in 2008-2009 Oregon Statewide Assessments. For more information, see www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx

STUDENT GROUP	STUDENT ACHIEVEMENT								
	ENGLISH LANGUAGE ARTS			MATHEMATICS			SCIENCE		
Race/Ethnicity	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*
Black (not of Hispanic origin)	*	*	*	*	*	*	*	*	*
Hispanic	4.2	55.2	40.6	7.9	53.3	38.8	8.3	62.5	29.2
White (not of Hispanic origin)	38.5	43.6	17.9	28.9	52.6	18.4	28.6	57.1	14.3
Multi-Racial/Multi-Ethnic	33.3	50.0	16.7	16.7	66.3	25.0	*	*	*
Male	7.8	47.1	45.1	10.9	48.0	41.2	20.6	61.8	17.6
Female	16.1	60.3	24.6	12.7	59.5	27.8	13.9	55.6	30.6
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	0.0	33.3	66.7	0.0	22.2	77.8	0.0	69.2	30.8
Migrant	0.0	45.5	54.5	0.0	45.5	54.5	*	*	*
Limited English Proficient	1.0	44.7	54.4	3.9	43.6	52.6	4.3	52.2	43.6
Economically Disadvantaged	11.9	54.4	33.8	11.9	54.4	33.8	17.1	58.6	24.3
All Students	11.9	54.4	33.8	11.9	54.4	33.8	17.1	58.6	24.3

* Not displayed to protect student confidentiality. — No data available

STUDENT GROUP	STUDENT PARTICIPATION		
	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE
Race/Ethnicity	%	%	%
American Indian/Alaskan Native	100.0	100.0	100.0
Asian/Pacific Islander	100.0	100.0	100.0
Black (not of Hispanic origin)	100.0	100.0	100.0
Hispanic	100.0	100.0	100.0
White (not of Hispanic origin)	97.5	97.4	100.0
Multi-Racial/Multi-Ethnic	100.0	100.0	100.0
Male	100.0	100.0	100.0
Female	99.2	99.2	100.0
Talented and Gifted	100.0	100.0	100.0
Students with Disabilities	96.4	96.4	100.0
Migrant	100.0	100.0	100.0
Limited English Proficient	100.0	100.0	100.0
Economically Disadvantaged	99.6	99.6	100.0
All Students	99.6	99.6	100.0

* Not displayed to protect student confidentiality. — No data available

Department of Education Notes

ACCOUNTABILITY INFORMATION REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

The information below is used to determine the Adequate Yearly Progress designation for your school. A school is designated as *Not Meeting AYP* if any indicator is determined to be *Not Met*. The Student Achievement and Student Participation ratings are based on 2007-2008 and 2008-2009 Oregon Statewide Assessments for the students in your school identified as enrolled for a full academic year. The statewide goal for the minimum percentage of students expected to meet or exceed standards is 60% in English/Language Arts and 59% in Mathematics. Student Participation is expected to be 95% or greater. The statewide goal for the minimum graduation rate is 68.1%. The statewide goal for the minimum attendance rate is 92.0%. For more information, please view documents at **www.ode.state.or.us/data/reportcard/reports.aspx**

STUDENT GROUP	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		
Race/Ethnicity	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ATTENDANCE
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA	NA	NA
Hispanic	MET	MET	MET	MET	MET
White (not of Hispanic origin)	MET	MET	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA
Students with Disabilities	MET	NOT MET	MET	MET	NA
Limited English Proficient	MET	MET	MET	MET	MET
Economically Disadvantaged	MET	MET	MET	MET	MET
All Students	MET	MET	MET	MET	MET

NA Too few test scores or students to determine a rating.

Department of Education Notes

LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

Grant Community School (748) Print Date: 11/06/2009

Appendix E.2

Oregon Statewide System of Support Overview

Under the Elementary and Secondary Education Act (ESEA) as reauthorized in 2001, states were required to establish a state system of support to assist schools designated as in need of improvement. Oregon responded by creating the Oregon School Improvement Facilitator (OSIF) Program to support schools identified as needing improvement.

Although the OSIF program has been contributing to the successful transformation of schools, the Oregon Department of Education (ODE) saw the need to expand the program to provide additional support to districts, and therefore, be more effective in their efforts to improve schools. Furthermore, the U.S. Department of Education (USED) has under gone a significant transition with the incoming new administration. The USED is aligning several initiatives and related funding to bring about coherence in how states address low achieving schools. As a result, Oregon's system of supporting schools must evolve in order to assist districts in meeting increased demands toward improved student achievement.

Theory of Action

While there are very fine schools in Oregon, we acknowledge that some schools need help to meet the needs of all students. Individual educators are doing the best they know how but there is always room for improvement. The one thing that can improve student academic performance is improved instruction. Therefore, the following Theory of Action was generated to guide the Statewide System of Support.

If school administration and staff:

- Acknowledge that improvement is necessary, and take responsibility for changing and improving instructional practices
- Develop and continuously refine a common understanding of how students learn in their respective subject areas that is based on research
- Collaborative teams focus on enacting their understanding of how students learn in their efforts to improve teaching and learning
- Hold all students, including all subgroups, to high expectations, and appropriately challenge all students

- Implement safe and collaborative school-based professional development experiences that involves teachers observing students across classrooms and debriefing that focuses on improving instructional practice of how all students learn
- Align what is taught to state standards and benchmarks
- Utilize local assessments and progress monitoring to inform instruction and respond with appropriate adjustments in instruction

Then:

- Schools will develop a culture of excellence for all students focused on continuous improvement of teaching and learning that changing students' lives for the better
- Student achievement will improve; schools will meet AYP; and schools will no longer be in improvement or lowest achieving status

School Improvement Network

The school improvement network is comprised of a multi-tiered coaching model that will directly and collaboratively work with districts in improvement and districts with schools in improvement, identified under Title IA. Under this model, schools and districts are provided support and resources through a District Support Coach, a School Support Coach, a Regional School Improvement Specialist, and a Support Network Coordinator. Additionally, to ensure districts receive a proper level of technical assistance and support from the SEA, a District Response Team has been created to work with the District Support Coach for every district in improvement or districts with schools in improvement.

School Reviews

The school review process provides a comprehensive framework for identifying the needs and strengths of a school as a whole. The process is based on a set of school and district standards that were developed from research on best practices in education. During a school visit the review team gathers an array of evidence from a variety of sources including: student work, classroom observations, interviews, surveys, school improvement plans and other documents. A written report is provided to the school and district upon completion of the review, making the data available for assistance in planning and implementing improvement efforts.

Mentoring

Mentoring programs are designed to support development of school leadership. In looking at the needs of a particular school or district in improvement, the district or support coach may focus their attention on mentoring an individual or a team of leaders within the school and or district, depending on the identified needs.

Appendix E.3

Oregon Department of Education

Defining and Identifying Oregon's Tier 1, 2, and 3 Schools

In an effort to blend state and federal requirements and to create a unified comprehensive system for assisting low-performing schools, Oregon has one definition and method of identifying Tier 1, 2, and 3 schools for School Improvement Grants and also for Race to the Top and State Fiscal Stabilization funding.

In the December 2009 School Improvement Grants Application for funding under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA):

> School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Selecting schools eligible for funding requires that the SEA identify three levels of need described as Tier 1, 2, and 3 schools. Oregon's "persistently lowest achieving" schools are within Tiers 1 and 2. To identify these schools, Oregon uses an "achievement index" and a "graduation rate index" calculation.

Calculating Achievement Index

The Achievement Index combines many aspects of student achievement into a single data element that is used as a basis for cut scores included in Oregon's statewide accountability ratings. The achievement index includes Oregon Assessment of Knowledge and Skills (OAKS) Mathematics and Reading results. The assessments results are weighted and disaggregated in a manner aligned with two of Oregon's emergent goals: 1) to close the achievement gap and 2) to assist all students in meeting and exceeding the achievement standards.

To calculate the Achievement Index, student assessment scores for mathematics and reading are assigned a weight as described in the table below. Student assessment scores meeting or exceeding the achievement standard are assigned 100 and 133 points respectively. Assessment scores for students who do not meet the achievement standard are assigned 100 points if the student's achievement meets or exceeds their growth target from the prior school year. The growth target is calculated based on an expectation that students will meet or exceed the achievement standard within three years if they maintain a consistent level of progress.

Achievement Index		
Performance Level Weight		
Meets or Exceeds	Exceeds	133
	Meets	100
Does Not Meet	Meets Growth	100
	Does Not Meet Growth	0

The weighted assessment results are then weighted by student's subgroup memberships. The weight of each student's results increase consistently with the number of historically lower performing subgroup in which a student is a member. Each year, the reading and mathematics achievement index scores for the immediate past two year period are averaged to compute the school Achievement Index.

Calculating Graduation Rate Index

The Graduation Rate Index is calculated based on a similar method used to incorporate subgroup data into the achievement index. For this Index, the weight of a student's graduation results increases consistently with the number of historically lower performing subgroups of which a student is a member. The underlying graduation rate used as the basis for the index is the same graduation rate that is incorporated into Oregon's AYP designations.

Identifying Tier 1

Tier 1 schools consist of the following:

1) Those schools currently in improvement status under ESEA with the lowest achievement index. Schools are sorted by achievement rating. From this list, the lowest-achieving 5% or the lowest-achieving five Title IA schools in improvement, corrective action, or

restructuring in the state, whichever number of schools is greater are identified as Tier 1 schools.

2) Also added to the Tier I list are those Title I schools currently in improvement status under ESEA that had a graduation rate index of less than 60% for each of the previous two graduating classes.

Identifying Tier 2

Tier 2 schools are identified as follows:

1) Those secondary schools eligible for, but not receiving, Title IA funds. Eligibility for funds is defined as having a percentage poverty rate greater than 40% as reported by the district in the application for Title I funds. The schools identified for inclusion in Tier 2 are the lowest-achieving 5% or the lowest-achieving five among these secondary schools.

2) Also added to the Tier 2 list are those high schools eligible for, but not receiving, Title IA funds that had a graduation rate index of less than 60% for each of the previous two graduating classes.

Identifying Tier 3

Tier 3 consists of the schools in Title IA improvement, corrective action, or restructuring status, that are not included among the Tier 1 schools.

Other Definitions

High school: Any school enrolling students in grade 10 or higher.

Middle school: Any school enrolling students in a grade no lower than 5th grade and no higher than 9th grade.

Secondary school: Any middle or high school.

Alternative high school: Any school primarily serving the needs of students who are of an age beyond grade level peers or have inadequate credits for graduation.

Appendix E.4

School and District Instructional Support in Reading in Low-Performing Schools

Schoolwide Support for Explicit and Measurable Reading Goals

Goal	Activities	Responsible Parties
I. (A) School goals for reading achievement are clearly defined, anchored to reading instruction, and prioritized in terms of importance to student learning.	1. Goals are clearly defined and quantifiable at each grade level. 2. Goals are aligned with state standards and focus on the development of the Essential Skill of Reading required for receiving an Oregon High School Diploma. 3. K-3 goals target how well students are learning phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension skills. 4. Goals in 4-12 focus on both foundational reading skills *and* the ability to apply skills and strategies to read proficiently in specific content areas. 5. The school, in conjunction with district leadership, uses the ODE Growth Model Probability Curve as part of the goal-setting process for reading. 6. Summative and formative goals anchor reading instruction as detailed in the School Reading Plan.	School staff
I. (B) Schools goals are consistently employed by school leadership and teaching personnel as instructional guides for decision making.	1. Goals and assessments of progress toward these goals guide instructional and curricular decisions at a schoolwide level including, for example, time allocations for reading instruction, reading program adoptions, group sizes, etc. 2. Progress toward goals guides daily instructional decisions for groups of students as well as individual students.	School staff

Schoolwide Support for Student Reading Assessments

II. (A) Instruments and procedures for assessing reading achievement are clearly specified, measure key reading skills, and provide reliable and valid information about	1. A schoolwide reading assessment plan and database are established and maintained for documenting student performance within and across school years. 2. The school's assessment system is explicitly linked to the school's reading goals. Measures assess student performance on prioritized goals.	School staff

student performance.	3. Measures used are technically adequate (are *reliable and valid*) as documented by research. 4. The school ensures that all assessment personnel receive training and follow-up observations on standard administration procedures, scoring, and data interpretation on all measures.	
II. (B) Assessments inform instruction in important, meaningful, and maintainable ways.	1. As early in the school year as possible, screening measures are administered to all students in Grades K-9 to identify each student's level of reading performance (Advanced, Grade Level, Somewhat Below Grade Level, Significantly Below Grade Level) and to determine students' instructional needs. Screening measures are also administered toward the middle of the year and end of the year to regroup students and determine instructional needs. 2. In grades 10-12, screening measures are administered three times per year to students who are reading below grade level and below state standards. 2. Formative, progress monitoring measures are administered regularly in between screening assessments to all students K-12 not reading at grade level or meeting state standards in reading. The frequency of progress monitoring assessments should be based on student need. Generally, progress monitoring assessments are administered every two weeks or monthly. 3. Diagnostic measures are used to pinpoint the possible cause(s) of lack of progress of at-risk students. Interventions are then matched to students' specific needs. 4. Student performance data are analyzed and summarized in timely, meaningful formats and routinely used by grade or departmental level teams to evaluate and adjust instruction as needed for all students. 5. Summative data are used for decision making at individual, group, and systems levels at all grade levels K-12.	School staff

Schoolwide Support for Effective Reading Instruction

III. (A) Instructional Time: A sufficient amount of time is allocated for instruction, and the time allocated is used effectively.	1. Minimum amounts of daily reading instruction are provided throughout K-12. • Grades K-5: 90 minutes daily • Grades 6-8: 40-60 minutes daily dedicated specifically to a reading class for all students (as data dictates) in addition to the literacy-connected instruction and practice that takes place in their heterogeneous language arts and content area classes • Grades 9-12: 2-4 hours of daily literacy-connected instruction and practice that takes place in English language arts and content area classes.	School staff

	2. Reading instruction at all levels is prioritized and protected from interruption. 3. At the elementary school level, the school uses time allocated for reading instruction to provide both whole class and small group instruction to all students on a daily basis. In middle school, the size of reading groups is determined by student need and the number of students appropriate for the type of instruction being delivered. 4. Students who are English learners will receive more than the minimal recommended time for reading instruction. This instruction is coordinated with instructional time allocated for English language development. 5. For students not yet reading at grade level, the number of minutes of daily or weekly reading instruction is increased above minimum amounts. The amount of extra time is based on students' instructional needs. 6. The composition of reading groups is fluid and revised regularly based on student reading progress.	
III. (B) Instructional Programs and Materials: The instructional programs and materials used with all students target essential reading content, have documented efficacy, are drawn from research-based findings and practices, align with state standards, and support the full range of learners.	1. Instructional time is allocated to skills and practices most highly correlated with reading success. K-3 instructional time is dedicated to the five essential components of reading as identified by the National Reading Panel. Grades 4-12 focus on fundamental reading skills including word study, fluency, vocabulary, and comprehension, as well as motivation and text comprehension instruction needed for understanding in different disciplines (e.g., science, history). 2. Instructional materials and programs align with and support evidence-based practices as well as state standards. Materials provide explicit and systematic instruction on the essential elements of reading taught at each grade level. 3. Teachers implement reading instruction with strong fidelity, and receive thorough professional development on implementation of programs and materials. 4. An integrated set of programs and materials based on scientific evidence of development and effectiveness are used to meet the needs of the full range of students in the building. In elementary grades this includes: • a core reading program used in all grades • supplemental materials to address shortcomings in the core program • intervention programs specifically designed for students who are well below desired reading goals and state standards. 5. In middle school and high school this includes: • reading textbooks • content-area texts	School staff

	• supplemental programs used with students somewhat below grade level • intervention programs that focus on foundational aspects of reading development with students well below grade level • strategies that promote access to text content across subject areas.	
III. (C) Differentiation: Instruction optimizes learning for all students by tailoring and organizing instruction to meet current levels of knowledge and prerequisite skills.	1. A tiered instructional system (e.g., Advanced, Grade Level, Somewhat Below Grade Level, and Significantly Below Grade Level or Tier I, II, III) is used to group students for instruction. 2. An Instructional Support Plan (ISP) is used at each grade level to describe the instruction that will be provided for students at different tiers. 3. Performance levels and other assessment information are used to determine each student's instructional materials and programs, instructional time, and group size. These are adjusted according to learner performance.	School staff
III. (D) Instructional Delivery: Teachers actively engage students in reading instruction and content using essential features of effective pedagogy.	1. Teacher modeling is evident in all elementary, middle, and high school classrooms across the content areas. Teachers provide clear and vivid examples of the knowledge and skills they want students to develop. 2. Explicit instruction is used in all elementary, middle, and high school classrooms across the content areas. Teachers: (a) set a purpose for learning, (b) identify critical details that define the concept being taught, (c) use highly specific examples, and (d) connect new concepts to previously-learned content. 3. Teachers provide multiple opportunities for students to practice new skills. Group/partner responses are used when possible to provide multiple opportunities for practice. 4. Teachers provide students with many opportunities to use language in meaningful ways. In the early grades, teachers read aloud books to students and use visual tools to scaffold and model language. In middle and high schools, teachers provide regular opportunities for students to engage in high-quality discussions of the meaning and interpretation of complex texts. 5. Teachers actively engage students and encourage student effort. They deliver feedback to students before, during, and after task completion relative to effort and response completeness and quality. The majority of feedback students receive is positive.	School staff

Schoolwide Leadership for Effective Reading Instruction

IV. (A) Strong instructional leadership at the school level prioritizes the attainment of reading goals for all students.	1. School leadership provides clear communication to staff regarding: (a) which reading goals have been met and which goals have not been met, (b) data to identify possible reasons why students did not meet essential reading goals, and (c) variables the school has the ability to change in order to improve outcomes.	School staff
IV. (B) Administrators and leadership teams are knowledgeable about, and maintain a focus on, high-quality instruction; they organize and allocate resources to support high-quality reading instruction.	1. School administrators and leadership teams are knowledgeable about state standards, priority reading skills and strategies, assessment measures and practices, and evidence-based instructional programs and materials. 2. Administrators and leadership teams maximize instructional time and organize resources and personnel to support high-quality reading instruction needed for all students. 3. School leadership personnel ensure that concurrent instruction (Title programs, Special Education, ELL, TAG, etc.) is coordinated with and complementary to general classroom reading instruction.	School staff
IV. (C) Within the school, leadership functions associated with the principal, reading coach/designee, grade-level and department-level teams, and the school reading leadership team contribute to effective implementation of the School Reading Plan.	1. Reading leadership is distributed among different individuals and groups within the school. 2. Among other responsibilities, the principal: • utilizes formative and summative data to drive decision making regarding staffing, resources, and professional development. • ensures time is designated for teachers to plan reading instruction and makes sure planning time is used effectively. • observes classroom instruction on a regular basis (walk-throughs) and provides timely, specific, and student-focused feedback. 3. The reading coach or designee performing reading coach functions: • ensures that the major elements of the School Reading Plan are being implemented. • works with teachers *in the classroom* to help teachers provide robust reading instruction. • assists grade-level and department-level teams in using student data to make decisions about reading instruction. 4. Grade Level/Department Level teams are established and meet regularly to analyze reading performance data and plan instruction. 5. A school level reading leadership team is established and meets regularly to:	School staff

	• oversee the overall implementation of reading instruction across the school. • analyze data on reading performance at the grade level and systems level. • recommend adjustments to instruction that enable more students to reach better reading outcomes • help grade-level and department-level teams solve challenging problems.	

Schoolwide Support for High Quality Professional Development

V. (A) High-quality ongoing professional development is focused on attaining school reading goals and is guided by assessment data.	1. Targets for professional development (PD) activities are based on the school's reading goals and ongoing data. 2. PD resources (time and funding) are aligned with the school's reading goals and are sustained in focus across years. 3. Through PD efforts, teachers and other instructional staff gain a thorough understanding and working knowledge of grade level instructional reading priorities and effective teaching practices. 4. PD efforts are explicitly linked to practices and programs shown to be effective through documented research.	School staff
V. (B) Professional development plans are multifaceted, coordinated, and ongoing to support teachers on the assessment and instruction of reading priorities.	1. PD at the school level reflects the characteristics of effective PD. PD is: • focused on school goals and guided by data collected toward reaching these goals; • ongoing and includes time for staff to plan, reflect on, and refine instruction; • engaging and interactive; • collaborative; and • job-embedded. 2. PD experiences are not single, decontextualized events; rather, teachers receive ongoing consultation/coaching, feedback, and support within their classrooms to adopt and sustain new teaching strategies and practices.	School staff
V. (C) Professional development is differentiated by position and need.	1. PD is differentiated by position and includes the principal, coach, classroom teachers and specialists, instructional assistants, new staff members, substitutes, and volunteers. 2. Teachers and instructional staff receive PD on how to provide explicit reading instruction using all of the specific programs and materials the school has selected. Follow-up guidance is provided to teachers periodically to enhance implementation of the core, supplemental, and intervention reading programs. Content area teachers receive ongoing PD and support to integrate content-specific comprehension and	School staff

	vocabulary strategies into content areas at the middle and high school levels. 3. Principals attend district and building-level PD sessions on reading instruction, programs, and assessments. 4. A PD plan and support system for instructional assistants who support reading instruction is developed and implemented. 5. PD is differentiated for staff based on the knowledge, skills, and performance levels of *individual* school staff members. 6. Teaching staff are provided opportunities to collaborate, study, observe, and visit model demonstrates sites as methods for improving reading instruction.	

Schoolwide Commitment to Effective Reading Instruction and Outcomes

VI. (A) A schoolwide commitment to the structure necessary to implement instructional practices that will help all students develop the skills they need to read successfully is evident.	1. The school has developed a culture of shared responsibility in which staff work together to make important decisions regarding reading instruction and supports needed for *all* students in the school. 2. The school has developed an overall School Reading Plan detailing schoolwide reading goals for students and specifying what the school is going to do to help students reach these goals. 3. The school prioritizes and commits the resources necessary to meet districtwide and schoolwide reading goals. 4. Action plans are developed at least twice per year to make adjustments to the School Reading Plan based upon the ongoing needs of students.	School staff
VI. (B) The school actively seeks involvement of parents and other community members in their literacy efforts.	1. The overall reading progress of students throughout the entire school district is communicated regularly to various stakeholders throughout the school, district, and community. 2. The school actively seeks the involvement of parents and other community members in their literacy efforts.	School staff

District Support for Explicit and Measurable Reading Goals

Goal	Activities	Responsible Parties
I. (A) District goals for reading attainment are established.[i] Goals focus effort, guide allocation of resources, and make accountability possible. District goals serve as a cohesive force, drawing everyone together toward a common purpose.	1. District level reading goals are established across grades K-12. Goals are: • specific, observable, and measurable • aligned with state standards at all levels • supported by effective instructional resources and measured by valid and reliable assessments • adopted by the school board and communicated widely throughout the community • used to guide budgeting, planning, and other operational functions • monitored closely and used to inform ongoing improvement efforts • maintained indefinitely until goals are consistently met and sustained over time.	District staff
I. (B) Annual achievement growth in early literacy (K-3) and adolescent literacy (4-12) are key parts of the district's Continuous Improvement Planning (CIP)[ii] and School Improvement Planning (SIP) process. I. (C) The ODE Growth Model Probability Curve is used as part of the goal-setting process for reading (ODE, 2009).[iii] I. (D) Plans, actions, and support for district reading goals are annually aligned.	1. District policies, procedures, expenditures, and the actions of district leaders are aligned with and support attainment of the district's reading goals. 2. Instructional resources and assessment tools are aligned and support attainment of reading goals. 3. School level goals, plans, and activities are aligned with district goals, plans, and activities. District personnel work with principals to modify school plans as necessary to align with district goals.	District staff
I. (E) Current data are compared to reading goals, and the district reports the results. Goals typically are not met in "one giant leap forward," but in a series of incremental steps over time.	1. Progress toward goals and school plans to improve these results is reported periodically (e.g., three times per year) to stakeholders including staff, parents, school board, and community members. 2. Positive attention, recognition, and support is provided to schools throughout the district that are making steady progress in meeting district goals.	District staff

District Support for Student Reading Assessments

II. (A) District personnel provide leadership for reading assessment.[iv] [v] District leadership enables and empowers school improvement actions; a plan for effective assessment practices is essential for monitoring ongoing improvement of student reading skills.	1. A "data culture" is developed and nurtured throughout the district including a system to support building administrators in the use of reading assessment data in schools and plans to adjust instruction as needed, Kamil, (2007). 2. A districtwide reading assessment plan is developed, including measures to be used at each grade level in every school, purposes, schedules, procedures, and targeted students. 3. A district level database is established, implemented, and maintained to collect and summarize school level reading data and to provide immediate and easy access to information.	District staff
II. (B) The district selects reading measures that are valid and reliable and that provide information on the essential elements of reading instruction.[vi]	1. Selected assessment measures have strong evidence of validity and reliability. These measures are used on an established schedule for specific purposes: screening, progress monitoring, diagnostic assessment, and determining reading outcomes of K-12 students districtwide. 2. Selected measures provide information on the essential elements of reading instruction appropriate for each reading level or grade span and are explicitly linked to district and state reading goals. The district avoids duplication of assessment measures.	District staff
II. (C) The district has developed *capacity* to gather and use data.[vii]	1. A pool of competent trainers is established and maintained who are available locally to: (a) train district staff on data collection and interpretation; (b) provide a comprehensive initial training on data collection to all new staff members; (c) provide quarterly follow-up and retooling trainings as needed; and (d) conduct brief reliability checks with all data collectors to ensure reliability. 2. Ongoing training and support for data interpretation and data utilization is provided to all certified/licensed staff who teach or supervise reading instruction. 3. At least one individual per school is designated an expert on specific reading measures used at that school. Ongoing training and support is provided for this role.	District staff
II. (D) Assessments are administered in a timely manner according to standardized procedures. Assessments should be administered early in the school	1. Assessments are given in a standardized manner across students, classes, and schools. 2. A districtwide assessment calendar is established that specifies testing windows for each measure. This becomes part of the district assessment plan. 3. Screening measures are administered districtwide very early in the academic year to	District staff

year and, progress monitoring measures) with sufficient frequency to detect lack of progress. Because data are used to compare students and progress over time, reading assessments must be administered according to standardized directions.	identify students who may need additional instructional support. New students who move into a school are assessed as soon as possible after their arrival for the purpose of rapid placement into instructional groups.	
II. (E) Formative and summative evaluations are incorporated at all grade spans. Formative assessments help ensure that each student is making adequate progress. Summative (outcome) assessments help determine whether students have met benchmarks (or targets). Together, formative and summative assessments facilitate improvements in the overall reading instruction system.	1. Support for a districtwide formative assessment process is provided at each level. Necessary resources are dedicated to ensure each school has a viable plan for collecting ongoing progress monitoring data on students receiving additional instructional support and interventions. District recommendations are established regarding the frequency of data collection for students at risk for reading difficulties. 2. A valid summative assessment for grades K-2 is adopted to allow for evaluation of the reading system prior to statewide assessments (e.g., year-end targets on DIBELS-like measures can serve this purpose in K-2 if data are reviewed in light of percentage of students meeting grade level targets).	District staff
II. (F) Data are reviewed regularly, and instruction and support are adjusted accordingly across the district.[viii] District support of ongoing data reviews and subsequent instructional adjustments is central to a continuous improvement model. This district strategy empowers schools to be responsive to students' instructional needs.	1. Districts support schools by ensuring that teachers are provided the time needed to conduct regularly scheduled data meetings to: (a) review results of reading assessments on an ongoing basis (e.g., every 2-4 weeks for students below benchmark levels and 3 times per year for those at or above grade level), and (b) to make necessary adjustments to reading instruction programs as indicated by the data. Periodic school and district level data summits are scheduled (part-day meetings of reading leadership teams 2-3 times per year) for more comprehensive data review and planning purposes. 2. Based on the review of data, district leaders are encouraged to participate in selected reading team meetings at the school level in order to assist with systems level problem solving and identify possible professional development needs and district supports.	District staff

District Support for Effective Reading Instruction

III. (A) Reading instruction is explicitly organized, on a grade-appropriate basis around the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. III. (B) School administrators are strong instructional leaders and ongoing support is provided for this role.[ix] Principals have the authority and direct accountability to assure that effective practices are implemented.	1. School administrators are supported in conducting regularly-scheduled instructional walk-throughs to ensure that effective instruction is being provided to all students and programs are being implemented with fidelity.[x] [xi] 2. Administrative meetings will not be scheduled during reading instruction. 3. School administrators (a) provide structure and support for grade level and school level reading team meetings and (b) participate in these meetings directly or indirectly through briefings following the meetings.	District staff
III. (C) The district provides sufficient instructional time in reading for all students.	1. A minimum amount of reading instruction is provided to all K-12 students as follows: • Grades K-5: 90 minutes daily • Grades 6-8: 40-60 minutes daily dedicated specifically to a reading class for all students (as data dictates) in addition to the literacy-connected instruction and practice that takes place in their heterogeneous language arts and content area classes. • Grades 9-12: 2-4 hours of literacy-connected instruction and practice that takes place in language arts and content area classes[xii] 2. School board policy supports the time commitments to daily reading instruction. 3. Necessary funding and personnel are secured to support small group, teacher-directed reading instruction for part of daily reading instruction for K-3 students. 4. Small group, teacher-directed intensive reading intervention is provided beyond the core reading block for all K-5 students across the district reading below grade level.[xiii] 4. Each student in middle and high school reading below grade level is provided with at least an additional period of reading instruction every day.[xiv] 5. In addition to providing additional instructional time during the school day, intensive after-school and/or summer school intervention programs are considered for	District staff

	students reading below grade level based on their assessment data.	
III. (D) Evidence-based instructional materials and practices are adopted for core, supplemental, and intervention reading programs. (Note: Many schools use technology as part of the instructional tool set for reading. To date, there is little evidence on which to base recommendations for this use of technology in reading instruction.) (See ies.gov/ncee/pubs/200740051/).	1. Formal district policies and procedures are established that result in the adoption of evidence-based instructional programs that align with and support state standards. 2. The district has adopted a single, district wide, scientifically-based core reading program for K-5. 3. Effective evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond the core reading program. 4. When more than one type of reading program is being used with individual students within the district (e.g. core and intervention programs), these programs are aligned with each other. 5. Teachers across the district use adopted evidence-based programs and materials and implement with fidelity.	District staff
III. (E) All federal instructional programs are aligned with reading instruction goals. Alignment of all district reading programs maximizes effective use of fiscal resources and leverages effective instruction for all students.	1. Across the district, federal programs that provide reading support (e.g., Special Education, ELL, Title I) are aligned in order to provide consistent reading instruction for at-risk students.	District staff
III. (F) Students are provided differentiated reading instruction based on student assessment data.[xv] Assessment data provides an objective basis for placing in flexible instructional groups. For effective and equitable placement, district support of using assessment data first, followed by consideration of other factors, assures that students from underrepresented groups are not over- or under-represented at any	1. A set of data-based decision rules is used consistently across the district which guide student placement into differentiated intervention and enrichment reading programs and materials.[xvi]	District staff

level of instruction.		
III. (G) Effective teacher delivery of robust reading instruction is promoted across the district.	1. District personnel work with building administrators to ensure that teachers across the district are incorporating features of effective delivery of reading instruction. [xvii]	District staff

District Leadership for Effective Reading Instruction

IV. (A) Strong reading leadership is provided at the district level.	1. Leadership and vision are evident at the district level to ensure that all staff actively support district reading goals and reading improvement practices. 2. Policies, personnel, budgets, training, and other operational resources are used as fiscal and administrative strategies to produce improved instruction and outcomes at the district and school levels. 3. Programs to recruit, train, and mentor district reading leaders are developed within the district. 4. Principals and other staff are assigned to buildings based on training, experience, knowledge, and skills matched to the instructional needs of students and the support needs of staff in that building. 5. Reading is kept "front and center" as a district priority. Positive results are acknowledged and consistently high-performing schools are recognized. 6. District leadership consistently looks for ways to support reading improvements at the school level.	District staff
IV. (B) Strong reading leadership at the school level is aligned with strong reading leadership at the district level. [xviii]	1. Coordination of reading goals, assessment, instruction, and professional development at the school and district levels is prioritized and operationalized. 2. If funds are available and/or the district is large enough, a district-level staff member is assigned as a Reading Coordinator. If this is not possible, the function of district reading leadership is distributed to people in other leadership roles; these staff members organize reading leadership teams at the school and district level. 3. The reading coordinator or district reading leadership team performs the functions of reading coordination including supporting district principals and reading specialists, making regular walk-through visits to classrooms to see reading instruction in action, coordinating data collection in reading, and coordinating district-level professional development and data summits in reading.	District staff

	4. If possible, district funds are allocated to provide coaching support to staff in each building in the district. More coaching support is provided to the buildings with the greatest number of students reading below grade level. If it is not possible to support coaching positions, key coaching functions are assigned within each school and at the district level. 5. District personnel supervise and provide ongoing support for principals to fulfill their roles as instructional leaders.	

District Support for High Quality Professional Development

V. (A) The most strategic and productive use of professional development (PD) resources is provided. Additional PD resources will always useful. Districts must prioritize to derive maximum impact and benefit.	1. PD resources including time and funding are aligned with district reading goals; this alignment is sustained and prioritized across years. 2. District PD time (staff development days, late starts, early dismissals, etc.) are used strategically by focusing on content that will result in meeting district reading goals and by sustaining that focus over time.	District staff
V. (B) PD meets standards for *effective* professional development.[xix]	1. All PD should be based on guidelines for effective PD. Professional development is a) focused on goals and guided by assessment data, b) ongoing, c) engaging and interactive, d) collaborative, and e) job-embedded. 2. PD on applying content from the formal learning settings to the classroom must be essential component. Coaching, instructional supervision, ongoing teacher collaboration, peer coaching, and related strategies are used for this essential purpose.	District staff
V. (C) Differentiated PD is provided for all staff that teach or supervise reading instruction. Most PD will focus on teachers, but districts should also target PD for administrators, specialists, educational assistants, volunteers, and anyone else whose work helps shape student reading development.	1. Initial and ongoing in-class PD is provided specific to the reading programs school personnel will be teaching. Teachers new to a building receive detailed preparation before the start of the year in the school's reading model, reading assessments, and programs and materials. Follow-up guidance is provided to returning teachers periodically. Instructional specialists (Title I, special education, ELL and TAG specialists) and instructional assistants also receive ongoing PD. 2. Principals attend district and building-level PD sessions on reading programs and assessments. Scheduling conflicts with district leadership meetings are avoided on these dates. Additional PD is provided for principals on becoming instructional leaders at regular sessions throughout the school year.[xx] [xxi]	District staff

	3. Teaching staff are provided with opportunities to collaborate, study, observe others, visit model demonstration sites, and make plans to improve instruction. 4. A comprehensive PD plan and support system for instructional assistants who support reading groups is developed including instruction and guidance on instructional programs they will use. 5. The district is committed to integrating reading instruction into the content areas at the middle and high school levels. PD and ongoing in-class support are provided including content-specific comprehension and vocabulary strategies.	

District Commitment to Effective Reading Instruction and Outcomes

VI. (A) The district builds capacity from within to support effective reading practices. This increases the likelihood that the reading instruction system they create will last over time and through personnel turnover.	1. Capacity is built districtwide by identifying teachers, coaches, and/or district personnel who can serve as trainers of core, supplemental, intervention, and enrichment reading programs as well as provide training on standardized assessment procedures that teachers are expected to use. 2. Instructional coaches are provided with the time, preparation, and support needed to properly fulfill this role.	District staff
VI. (B) District and school reading planning is used to guide reading improvement efforts. Planning provides direction; actions derived from plans produce results.	1. A comprehensive, coordinated, and sustainable K-12 District Reading Plan is adopted and incorporated that includes a multi-tiered instructional model for all students. The District Reading Plan is recorded, disseminated widely, and referenced frequently. 2. Schools are expected to develop a School Reading Plan that is aligned with the District Reading Plan; it is used to guide reading improvement.[xxii]	District staff
VI. (C) Personnel practices are aligned with and support improved reading outcomes. Hiring, assigning, supervising, supporting, and evaluating staff all impact quality of instruction.	1. Personnel practices are aligned to support reading goals. Job descriptions, hiring practices, supervision protocols, and staff evaluation criteria articulate the components of reading leadership. 2. Leadership is developed from within by providing opportunities for future literacy leaders to develop the knowledge, skills, and experience that will allow them to fulfill such roles.	District staff
VI. (D) Fiscal resources are aligned with reading goals;	1. District (general fund) resources are dedicated to meeting reading goals. Budgets from multiple programs are blended, as allowed and necessary, to support reading	District staff

resources are blended to support reading activities.	outcomes. (e.g., Titles I, II, III, IV, V, IDEA, Perkins) 2. Additional resources are systematically sought at the local and state levels to support district reading goals.	
VI. (E) A strong reading culture within the district and its schools is developed and maintained.[xxiii] A reading instruction culture includes a shared mission, vision, beliefs, language, and practices pertaining to reading instruction.	1. Reading success is a prominent part of the district's mission. A clear and compelling vision for reading success is articulated. All staff members are committed to a philosophy of doing "whatever it takes" to help all students succeed in reading. 2. A culture of creating and promoting activities that are consistent with a Schoolwide Reading Model and linked to district reading goals is developed and nurtured.	District staff
VI. (F) Communication strategies are used to promote reading goals and measure progress toward them. Communication with stakeholders about the District Reading Plan enlists broader support and helps drive accountability.	1. External stakeholders receive communication about the District Reading Plan and student progress on the district's goals within that plan on a regular basis. 2. The message that the principal's primary responsibility is to be an instructional leader is communicated to all staff, the school board, parents, and community. 3. The superintendent communicates regularly with all district leaders (i.e., Curriculum Director, Special Education Director, Title Director, ELL Director), principals, teachers, staff, and stakeholders in order to sustain the vision, beliefs, expectations, goals, and commitments for reading success. 4. The commitment to data-based decision making is modeled by addressing data regularly at meetings with school leadership, by identifying successes and targets for improvement, and leading discussions on how targets will be addressed and resources will be allocated to support these targets. 5. Schools are assisted with writing yearly school-based reports on progress toward reading goals for parents, the school board, and others. 6. Staff efforts that help make a difference in student performance are acknowledged. Events are planned to celebrate reading success.	District staff

Links to Resources

[i] For more information on the importance of goal setting, see the Institute of Education Sciences *Turning Around Chronically Low-Performing Schools* Practice Guide, pp. 14-17, at http://ies.ed.gov/ncee/wwc/publications/practiceguides/

[ii] See Oregon Department of Education's Continuous Improvement Planning website at http://www.ode.state.or.us/search/results/?id=201

[iii] The Longitudinal Student Growth model is available on the ODE website (http://www.ode.state.or.us/search/page/?id=2495).

[iv] For detailed information on establishing a comprehensive K-3 reading plan, see http://www.fcrr.org/assessment/pdf/k-3%20reading%20assessment.pdf

[v] The Center on Instruction offers a helpful summary of potential adolescent literacy assessments with its document *Assessments to Guide Adolescent Literacy Instruction* which can be found at http://www.center-for-instruction.org/files/Assessment%20Guide.pdf

[vi] Information on selecting reliable and valid measures can be found at the Florida Center for Reading Research (http://www.fcrr.org/forAdministrators.htm) and the National Center on Student Progress Monitoring (http://www.studentprogress.org/).

[vii] For a module on strategies for team approaches to collecting screening data, see "Approaches and Considerations of Collecting Schoolwide Early Literacy and Reading Performance Data" (Harn, 2000) http://dibels.uoregon.edu/logistics.php

[viii] For more information on progress monitoring, including a technical review of progress monitoring tools, see the National Center on Student Progress Monitoring at http://www.studentprogress.org/chart/chart.asp.

[ix] For information on how districts can support the role of the principal as the instructional leader within a school building, see *The District Leadership Challenge: Empowering Principals to Improve Teaching and Learning* available at http://www.sreb.org/publications/2009/09V11_District_Leadership_Challenge_color.pdf

[x] The Five-Minute Observation Form (Phase 2) provides schools with an observation tool that focuses on the nine general features of effective teacher delivery. A word document of the Five Minute Observation Form (Phase 2) is available at (http://oregonreadingfirst.uoregon.edu/).

[xi] A guide for conducted adolescent literacy walk-throughs for principals is available through the Center on Instruction at http://www.centeroninstruction.org/files/Adol%20Lit%20Walk%20Through.pdf

[xii] For more information on this recommendation, see *Reading Next: A Vision for Action and Research in Middle and High School Literacy*, A Report to Carnegie Corporation of New York. This report can be downloaded at http://www.all4ed.org/files/ReadingNext.pdf

[xiii] For more detailed information on providing instruction to students below grade level in the elementary grades, see the Institute on Education Sciences Practice Guide for RTI and Reading at http://ies.ed.gov/ncee/wwc/publications/practiceguides/#rti_reading_pg

[xiv] For more detailed information providing instruction to students reading below grade level in the middle and high school grades, see the Institute on Education Sciences Practice Guide for Adolescent Literacy http://ies.ed.gov/ncee/wwc/publications/practiceguides/#adlit_pg

[xv] For an example of a decision making framework that includes both systems level and individual level decision making, please see the "Going from Each To All (GATE)" Map on the Oregon K-12 Literacy Framework website.

[xvi] Types of decision rules are available at the National Center for Student Progress Monitoring (http://www.studentprogress.org/) and the Oregon RTI Initiative (http://www.ode.state.or.us/initiatives/idea/rti.aspx).

[xvii] A module on the Nine General Features of Effective Instructional Delivery is available at http://oregonreadingfirst.uoregon.edu.

[xviii] A detailed study on the role districts can play in improving instruction and achievement entitled *Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools* was conducted by the Learning First Alliance. It can be found at http://www.learningfirst.org/publications/districts/

[xix] The National Staff Development Council website (http://www.nsdc.org/standards/index.cfm) provides standards for staff development.

[xx] *Teaching All Students to Read in Elementary School: A Guide for Principals* provides critical elements effective reading programs; it is available for download at http://www.centeroninstruction.org/files/Principals%20Guide%20Elementary.pdf

[xxi] *Improving Literacy Instruction in Middle and High Schools: A Guide for Principals (6-12) can be downloaded at* http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=6&grade_end=12#121

[xxii] Templates for the introduction and details sections of the School Reading Plan may be downloaded at http://oregonreadingfirst.uoregon.edu/commitment.html#litplans.

[xxiii] For guidance on creating a school reading culture, see http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=6&grade_end=12#128

Appendix E05

Oregon School Turnaround Stories

All of the schools featured below are part of Oregon's Closing the Achievement Gap (CTAG) program, which has celebrated "champion schools" each year since 2005-06 for significant gains in closing the achievement gap.

Forest Grove High School, Forest Grove School District

Forest Grove High School serves a population of nearly 2,000 students in a small college town surrounded by farmland west of Portland. Among the student body, 43 percent receive free or reduced lunch rates, 57 percent are white, and 36 percent are Latino. Fifteen percent of students are English learners and 15 percent are students with special needs.

In 2002, only 37 percent of students met or exceeded standards in state math assessments, 49 percent in reading, and 40 percent in writing. The school had nearly an 8 percent annual dropout rate (50 percent were freshmen). The school addressed the problem in a number of specific ways (integrated for a comprehensive approach). Forest Grove personalized the learning environment with peer and adult mentors for incoming freshmen and created smaller learning communities in the form of freshmen and sophomore academies. The school increased academic rigor, especially for ninth-graders, by substantially increasing the amount of instruction in reading and mathematics. It created academies and career pathways for eleventh- and twelfth-graders, and it expanded honors and advanced placement offerings.

From 2001-02 to 2006-07, Forest Grove reduced the dropout rate from 7.7 percent to 2.7 percent, increased the graduation rate from 67 percent to 84 percent, and boosted AP participation from 138 seats in eight classes to 550 seats in 23 classes. In mathematics, student achievement increased from 37 percent meeting or exceeding standards to 78 percent. Reading achievement increased from 49 percent to 79 percent, and writing went from 40 percent to 62 percent. The annual student survey at the end of that period showed 84 percent of students felt a personal connection to the school. At the beginning of the turnaround, less than 50 percent of the students felt a personal connection to school.

Lane Middle School, Portland School District

Lane Middle School serves approximately 450 sixth-, seventh-, and eighth-grade students from a multi-ethnic southeast Portland neighborhood. Twenty-one percent of Lane students receive special

education support, 17.5 percent are English language learners, 81.3 percent are on free or reduced lunch, and 57.1 percent represent ethnic and cultural minorities.

Lane began its turnaround four years ago with a focus on high expectations captured by the slogan "Think College," which appears in school signage, on bulletin boards, and on T-shirts. The school's leadership backed up these expectations by implementing a number of proven instructional practices, including Response to Intervention with particular attention to students assessed to need Tier 2 and 3 support in reading, math, and writing. Lane also linked assessment to other curriculum programs such as Connected Math Project, EMC Paradigm Series, Corrective Reading, My Reading Coach, Read 180, Plato, Corrective Math, and Orchard Math, and it provided training for staff in scoring guides, rubrics, checklists, and computer programs. The school made its schedule more flexible so students could be placed in dynamic and flexible groups across content areas with additional instructional time devoted to writing, reading and math.

Teachers were given time for weekly planning, collaborative review of instruction, and review of student work to drive instruction. The school also provided more staff development opportunities through peer coaching, teacher mentoring, and model teaching for teachers and staff, and it also made time for teachers to observe and reflect on each others' practices while engaged in a peer coaching and mentoring.

In the 2005-2006 school year, 53 percent of eighth-graders met or exceeded benchmark in reading (31 percent were at nearly meets). In math, 50 percent met or exceeded and 24 percent were at nearly meets. By the 2007-2008 school year 64 percent of eighth graders met or exceeded benchmark in reading (27 percent were at nearly meets). In math, 71 percent met or exceeded and 5 percent were at nearly meets.

A major goal at Lane is to ensure that all students will be successful during their freshmen year in high school. Lane is accelerating student learning by implementing rigorous academic offerings, such as high school algebra at the seventh and eighth grade. Students who earn a "C" or better and pass the high school algebra exit exam will earn one high school math credit. In 2008-09 Lane implemented AVID at the seventh and eighth grade and was planning in 2009-10 to offer AP Language Arts, Spanish, seventh- and eighth-grade algebra, and geometry at the eighth grade.

Merrill Elementary, Klamath County School District

Merrill Elementary is located in the Klamath County community of Merrill, a town of about 1,000 people ten miles southeast of Klamath Falls. This kindergarten through sixth-grade school serves 157 students in a rural potato- and hay-farming community whose demographics have changed dramatically in recent years, with three out of four students economically disadvantaged and one out of three English language learners. Forty-one percent of the student population is Hispanic with thirty-four percent of all students qualifying as English language learners. Currently the free and reduced lunch rate is 71 percent, reflecting a significant increase over the past five years.

Three years ago Merrill Elementary implemented the Klamath County School District literacy plan requirement of a minimum of 90 minutes of reading instruction daily, with additional instruction for students not meeting achievement targets. After three years, Merrill Elementary and district data is showing a positive trajectory. Merrill was also a pilot school for the full-day kindergarten program. The increased growth pattern demonstrated by the full-day kindergarten was so strong that the program was implemented across the entire school district two years ago.

Research-based instructional strategies presented during Consortium of Reading Excellence (CORE) training provided teachers with a range of strategies centered on the five components of reading and designed to meet all students' needs. Using the DIBELS assessment tool, students are assessed three times per year, with assessment results used for grouping students and guiding differentiated instructional blocks. Students scoring in the strategic and intensive range are progress monitored regularly to chart growth patterns and measure the effectiveness of intervention programs. Additional instruction is targeted to students' needs. ELL students receive 20 to 30 minutes of English language development instruction daily in addition to regular classroom instruction.

Merrill has allocated an hour per day for math instruction using the district adoption of Bridges and Saxon Mathematics. The Bridges materials used in the primary classes provide students with a hands-on approach to conceptual understanding, which fosters stronger success rates in the skill-based program used in the intermediate grades.

Student performance in overall reading has increased approximately 21 percent since 2003-04 with 71.6 percent of the students meeting or exceeding the reading benchmark. The LEP

subgroup has shown the strongest growth with steady gains that are closing the achievement gap. In math, the Latino subgroup, which also contains LEP students, has shown the strongest growth rate.

Merrill reflects wider success in closing the achievement gap by the Klamath County School District, where 15 of 18 schools this year have met AYP. The district showed gains in all student subgroups.

Other Turnaround Success Briefs

Boise-Eliot School, Portland School District
Number of Students: **420**
Minority: **84%**
Economically Disadvantaged: **82%**
English Language Learners: **6%**
Meeting or Exceeding Benchmark 07-08:
Reading: **78%** (state average: 80%)
Math: **77%** (state average: 77%)
Report Card**: Satisfactory**

Bridgeport Elementary, Tigard-Tualatin School District
Number of Students: **550**
Minority: **47%**
Economically Disadvantaged: **53%**
English Language Learners: **42%**
Meeting or Exceeding Benchmark 07-08:
Reading: **93%** (state average: 83%)
Math: **90%** (state average: 79%)
Report Card**: Strong**

Centennial Elementary, Springfield School District
Number of students: **390**
Minority: **29%**
Economically disadvantaged: **62%**
English Language Learners: **10%**
Special Ed: **18%**
Meeting or Exceeding Benchmark:
Reading: **90%** (state average: 79%)
Math: **75%** (state average: 71%)
Report Card: **Strong**

Davis Elementary, Reynolds School District
Number of Students: **500**
Minority: **71%**
Economically Disadvantaged: **86%**
English Language Learners: **55%**
Meeting or Exceeding Benchmark 07-08:
Reading: **79%** (state average: 83%)
Math: **78%** (state average: 79%)
Report Card**: Strong**

Fern Ridge Middle School, Fern Ridge School District
Number of Students: **345**
Minority: **11%**
Economically Disadvantaged: **45%**
English Language Learners: **2%**
Meeting or Exceeding Benchmark 07-08:
Reading: **75%** (state average: 72%)
Math: **76%** (state average: 73%)
Report Card**: Strong**

Fleming Middle School, Three Rivers School District
Number of Students: **450**
Minority: **18%**
Economically Disadvantaged: **52%**
English Language Learners: **2%**
Meeting or Exceeding Benchmark 07-08:
Reading: **93%** (state average: 72%)
Math: **87%** (state average: 73%)
Report Card**: Exceptional**

Gilbert Park Elementary, David Douglas School District
Number of Students: **600**
Minority: **35%**
Economically Disadvantaged: **63%**
English Language Learners: **28%**
Meeting or Exceeding Benchmark 07-08:
Reading: **84%** (state average: 83%)
Math: **85%** (state average: 79%)
Report Card**: Exceptional**

Grant Community School
Number of Students: **430**
Minority: **68%**
Economically Disadvantaged: **80%**
English Language Learners: **51%**
Meeting or Exceeding Benchmark 07-08:

Reading: **67%** (state average: 78%)
Math: **66%** (state average: 76%)
Report Card**: Strong**

McLoughlin High School, Milton-Freewater Unified School District
Number of students: **510**
Minority: **50%**
Economically disadvantaged: **72%**
English Language Learners: **18%**
Special Ed: **11%**
Meeting or Exceeding Benchmark:
Reading: **62%** (state average: 67%)
Math: **48%** (state average: 57%)
Report Card: **Satisfactory**

Metzger Elementary, Tigard-Tualatin School District
Number of Students: **590**
Minority: **50%**
Economically Disadvantaged: **53%**
English Language Learners: **34%**
Meeting or Exceeding Benchmark 07-08:
Reading: **90%** (state average: 83%)
Math: **83%** (state average: 79%)
Report Card**: Exceptional**

R.E. Jewell Elementary, Bend-LaPine School District
Number of Students: **570**
Minority: **11%**
Economically Disadvantaged: **45%**
English Language Learners: **14%**
Meeting or Exceeding Benchmark 07-08:
Reading: **93%** (state average: 83%)
Math: **89%** (state average: 79%)
Report Card**: Strong**

Swegle Elementary, Salem-Keizer School District
Number of Students: **530**
Minority: **64%**
Economically Disadvantaged: **79%**
English Language Learners: **37%**
Meeting or Exceeding Benchmark:
Reading: **86%** (state average: 83%)
Math: **84%** (state average: 79%)
Report Card**: Strong**

(b)(6)

doug.kosty@state.or.us
503-361-8644

Doug Kosty

Overview

A skilled professional with a unique combination of large scale assessments, information systems and management experience. His leadership experience includes various state and local governments and private sector consulting specializing in education systems automation.

- Outstanding leadership qualities
- Hands-on experience leading all stages of system development efforts, including requirements definition, design, architecture, testing and support.
- Ability to coordinate and direct all phases of project-based efforts while managing, motivating and leading project teams.
- Adept at developing effective policies and procedures, project documentation and milestones, and technical/business specifications.
- Practiced presenter, both nationally and at statewide conferences

Competencies

Governmental Accounting Standards
Educational Finance and Funding
Project Management
Financial Management
Data Collection & Reporting
Data Integrity & Recovery
Cost Benefit Analysis
Risk Assessment
Research & Development
Business Impact Analysis
Contingency Planning
Strategic Planning

Administration of Large Scale Assessments

Experience

2002 – Present Oregon Department of Education Salem OR

Assistant Superintendent of Assessment & Information Services

Directs the work of a diverse management team overseeing assessment and information services of the Oregon Department of Education (ODE). The Office of Assessment and Information Services supports ODE roles of accountability, leadership and school improvement through the development and maintenance of

a technical and information infrastructure. This infrastructure has two major components. The first component is represented by data collection from and reporting on Schools, Districts and Educational Service Districts (ESDs). Additional components of this diverse unit include; Information Services Technology, and Customer Systems. Responsible for budget preparation and contract management and long term planning for implementation of newly developed finance and technology applications. Accomplishments include:

- Published over 150 different test forms and administered 1.5 million assessments using multiple formats across several content areas to over 300,000 students in 1,200 schools per year
- Districts now have relatively immediate access to data rather than waiting several months for paper packets to be shipped.
- Reduced the amount of time for reporting student results to school and district staff from months to hours and improved data security
- Improved software development and prioritization environment to improve quality and timeliness of data collection and reporting
- Improved help desk support for thousands of data collection customers
- Consolidated and updated database, web and file servers resulting in 99.99% web server uptime
- Saved the state approximately $300,000 per year in printing and shipping costs by developing and implementing a secure web-based reporting infrastructure.
- Developed innovative contracts to train and support school and district staff in administering and scoring assessments thereby reducing the number of contracts from 12 to 3 and reducing the number of temporary employees by 1200

Under Kosty's leadership the Office of Assessment and Information services has build credible working relationships with the Federal Government in the following areas:

- Created Technical Assessment Advisory Committee (TAC) comprised of national experts to assist in bringing Oregon's Assessment into full compliance with federal requirements
- As part of Federal Peer Review ODE conducted studies of assessment technical adequacy
- Contracted with American Institutes for Research to develop 500+ page technical assessment manual
- Conducted stakeholder workgroup to validate assessment achievement standards

Manager

Managed projects, personnel and budgets for one of world's leading Information Technology Consulting firms. Directed strategic planning efforts, established and reviewed mission, vision, goals and objectives. Supervised project and practice staff including, interviewing and hiring, technical education and training, developing work plans, establishing employee performance guidelines and evaluating employee performance, and processing disciplinary actions. Served as an active participant on National K-12 Educational practice and served in leadership role on the following projects:

- Oregon's Database Initiative Pilot and Statewide Implementation
- Integrated Performance Benchmarking System (IPBS) – Test of Concept for US Department of Education Performance Based Data Management Initiative (PBDMI) and Education Data Exchange Network (EDEN)
- Colorado Springs District 11 Performance Plan
- Virginia Department of Education Special Education Child Count Project

1995 – 1997 Montana Office of Public Instruction Helena MT

Director, Information Systems Development

Plan, administer and control all activities of the Information Systems Development Division including software and hardware training, data processing, applications development. Served on the Technology Advisory Committee to plan for computer operations, telecommunications, local area and wide area networks, statewide educational networks, forms management, data administration, and systems security. Prepared budget requests and managed division budget.

1990 – 1995 Montana Office of Public Instruction Helena MT

Fiscal Services Specialist

Responsible for establishing and maintaining standard accounting and reporting practices in all Montana public school districts. Researched official accounting pronouncements and promulgating accounting policies for Montana School Districts; providing school district personnel, county superintendents and county treasurers with technical accounting and reporting assistance. Responsible for compiling and reporting school district financial information; and monitoring and reporting school district compliance with the Single Audit Act.

Education Montana State University Bozeman MT

Bachelor of Science Business/Accounting

Professional Memberships	Education Information Management Advisory Committee of the Council of Chief State School Officers Forum Representative of the National Center for Education Statistics

Anthony Alpert

(b)(6)

EMPLOYMENT

Director of Assessment — **July 2005 – Current**
OREGON DEPARTMENT OF EDUCATION — SALEM, OR

Directs the Office of Assessment with a budget of approximately $10 million per year. Develops policies, long and short term goals and objectives for Assessment Office relating to statewide online and paper pencil based assessments including item writing, psychometrics, test design, test administration and reporting. Oversees production of reports of Adequate Yearly Progress (AYP) and Oregon's state report card and school and district performance reports. Oversees collection and analysis of key accountability data including dropouts, graduates and attendance. Conducts statistical analyses, evaluates programs, progress, time lines and risks for the office. Presents materials to State Board as required for policy decisions. Coordinates with agency partners, local, statewide and national organizations.

National Technical Advisory Committee Member — **October 2008 – Current**

Provides technical advice to the U.S. Department of Education as to how implementation of federal law and U.S. Department of Education regulations can be completed consistent with best practices and the greatest likelihood of achieving intended outcomes

Manager of Assessment Scoring and Reporting — **March 2004 – July 2005**
OREGON DEPARTMENT OF EDUCATION — SALEM, OR

Managed the assessment scoring and reporting staff. Managed the production of individual student, school, district and state level reports based on results from online and paper and pencil assessments including reports of Adequate Yearly Progress (AYP) and Oregon's school and district performance reports. Developed, monitored and implemented budget and budget polices for Office of Assessment and Information Services.

Research Analyst 4 — **February 2003 – March 2004**
OREGON DEPARTMENT OF EDUCATION — SALEM, OR

Primary responsibility for the management and allocation of the Oregon State School Fund budget and Allocations encompassing approximately $3.7 billion per year. Worked with external partners to generate alternatives, build consensus, and resolve and implement solutions.

Research Analyst 4 — **April 2000 – February 2002**
OREGON DEPARTMENT OF EDUCATION — SALEM, OR

Primary responsibility for the production of the School and District Performance Reports containing assessment, attendance, and dropout data as well as other indicators of school and district performance. Programmed the production application using Visual Basic, SQL and Postscript.

ADDITIONAL PROFESSIONAL EXPERIENCE

Research Analyst 3 — **April 1998 – April 2000**
OREGON DEPARTMENT OF CORRECTIONS — SALEM, OR

Used descriptive and inferential statistics to analyze and report on corrections related data.

Senior Research Programmer — **September 1995-April 1998**
OREGON RESEARCH INSTITUTE — EUGENE, OR

Performed a wide range of statistical analyses utilizing conditional probabilities, general linear modeling and structural equation modeling.

Research Programmer — **September 1993-September 1995**
OREGON RESEARCH INSTITUTE — EUGENE, OR

Processed and organized data in preparation for analyses of three longitudinal studies of adolescent development.

Project Manager **March 1992 to July 1993**
STRATEGIC ADVANTAGE INC. MINNEAPOLIS, MN

Managed a staff that oversaw the implementation and operation of twelve mental health outcome studies.

EDUCATION

B.A.
UNIVERSITY OF MINNESOTA
Summa Cum Laude

Major: Psychology and Sociology

Award: Received monetary award from the Undergraduate research Opportunities Project to conduct experiment for honors thesis

M.S.
UNIVERSITY OF OREGON
Major: Psychology, Sociology, Decision Sciences

Graduate Certificate in Large Scale Assessment
UNIVERSITY OF MARYLAND

PUBLICATIONS

Duncan, S.C., Alpert, A., Duncan, T.E., & Hops, H.(1997). Adolescent alcohol use development and young adult outcomes. Drug and Alcohol Dependence. 49. p.39-48.

Duncan, T.E., Alpert, A., Duncan, S.C., & Hops, H. (1996). Multilevel covariance structure analysis of sibling substance use and intra-family conflict. Journal of Psychopathology and Behavioral Assessment. 18(4), p.347-369.

Duncan, T.E., Duncan, S.C., Alpert, A., Hops, H., Stoolmiller, M., & Muthen, B. (1997). Latent variable modeling of longitudinal and multilevel substance use data. Multivariate Behavioral Research.32(3). p.275-318

Duncan, T. E., Duncan, S. C., Alpert, A., & Hops, H. (1997). Multilevel covariance structure analysis of intra-familial substance use. Drug and Alcohol Dependence 46, 167-180

Duncan, T.E., Alpert, A., & Duncan, S.C. (1998). Multilevel covariance structure analysis of sibling antisocial behavior. Structural equation modeling 5(3). 211-228

Duncan, T.E., Duncan, S. C. Alpert, A. (1997). Multilevel covariance structure analysis of family substance use across samples and ethnicities. Journal of Gender, Culture, and Health. 2(4). p271-286.

Duncan, T.E., Duncan, S.C., Strycker, L.A., Li, F., & Alpert, A., (1999). An Introduction to Latent Variable Growth Curve Modeling: Concepts, Issues, and Applications. Mahwah NJ: Lawrence Erlbaum Associates.

Hops, H., Alpert, A., & Davis, B. (1997). The development of same and opposite-sex social relations among adolescents: An analogue study. Social Development, 6(2), 165-183.

Hupp, S, Brown, M., Alpert A. (1992). Impact of adult interaction on play behaviors and emotional responses of preschoolers with developmental delays. Education and Training in Mental Retardation, p.145-152

Sheeber, L., Hops, H. , Alpert, A., Davis, B., Andrews, J. (1997). Family support and conflict: Prospective relations to adolescent depression . Journal of Abnormal Child Psychology, 25(4), p. 333-344.

Sheeber, L., Hops, H., Andrews, J.A., Alpert, A., & Davis, B. (1998). Interactional processes in families with depressed and nondepressed adolescents: Reinforcement of depressive behavior. Journal of Abnormal Psychology.

Kathleen Heide Vanderwall, Ph.D.
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310
e-mail: kathleen.vanderwall@state.or.us

Experience

- *Test Design and Implementation Manager.* Supervise assessment specialists responsible for test item development in science, mathematics, reading, writing, social sciences. Manage multi-million contracts for Oregon's on-line adaptive test system (3-8, HS) and the English Language Proficiency Assessment, and contracts for alignment of large pools of test items with academic standards for Peer Review, for State Standards Revision, and for Assessment of Essential Skills. Manage test item writing, development of item pools for adaptive testing with three opportunities per student, review of test items for sensitivity and content validity. Led response to emergency situation in spring 2007 for statewide paper and pencil testing (600,000 tests) due to default of State's previous test contractor.
- *Standards and Evaluation Director.* Managed the work of eight education specialists responsible for content standards development, curriculum design, and online professional development resources. Directed the review and revision of academic standards in mathematics, the arts, physical education, and second languages. Coordinated implementation of state performance requirements in social sciences, art, PE, and second languages; publication of Oregon Standards Newspaper, Research Briefs, Educational Improvement Primers; and fiscal oversight of 17 separate NCLB, State, and other grant funding streams. Supervised nine permanent staff including education specialists, fiscal analysts, and support.
- *Science Assessment Specialist*: Designed test specifications including facilitation of content and assessment panels for teacher input, developed test items through facilitation of teacher item writers, and developed paper and pencil forms. Acted in this capacity for12 months while agency garnered resources to hire a permanent person.
- *Statewide K-12 Science Education Supervision:* Responsible for setting academic content standards, professional development for teachers, and communication with 197 school districts throughout Oregon.
- *Earth and Sea Investigators Program:* Coordinated distance learning program to provide over sixty teachers with experience and training in scientific inquiry while supporting them directly in the classroom. Responsible for grant writing, funding, as well as overall program direction.
- *Palynostratigraphy of Oregon, Washington, and Southern Alaska:* coordinated corporate resources under highly competitive conditions to determine the geological age of key strata and develop a computerized system to efficiently store and graphically analyze large and complex databases.

Job History:

- Oregon Department of Education (17 yr) Salem, Oregon
  - Test Design and Administration Manager (3 yr mo)
  - Standards and Evaluation Director (3 yr)
  - Science Supervisor (5 yr) concurrent with Curriculum and Instruction Team Lead (2 yr)
  - Educational Technology Specialist (3 yr)
  - Earth and Sea Investigators' Project Director (3 yr)
- Massachusetts Institute of Technology (1 yr) Cambridge, Massachusetts, Communications Director, Massachusetts Sea Grant College Program
- Dream IT (2 yr) Laguna Beach, California and Cambridge, Massachusetts, VP of Marketing for a small market research consulting firm focused on pen-based computing
- Oregon State University Hatfield Marine Science Center
  Newport, Oregon (3 yr) Marine Science Specialist responsible for educational programming for 12,000 students and teachers annually. Supervised permanent, seasonal, and volunteer staff
- ARCO Resources Technology, Inc., Plano, Texas (5 yr) Senior Research Palynologist (Geologist who specializes in study of fossil pollen)

Education:

Ph.D. Geological Science from Brown University in Providence, Rhode Island
M.Sc. Geological Science from Brown University in Providence, Rhode Island
B.S. Geology with Mathematics Minor from Oregon State University in Corvallis, Oregon

Stephen J. Slater

CONTACT INFORMATION

Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St., NE
Salem, OR 97310
(503) 947-5826
Steve.slater@state.or.us

EDUCATION

Ph.D., Educational Measurement and Evaluation (1976)
University of California, Santa Barbara

A.B., Psychology (1971)
University of California, Santa Barbara

EMPLOYMENT

Manager, Psychometrics and Scoring (2000 – present)
Oregon Department of Education

Responsible for ensuring technical adequacy and NCLB compliance of the Oregon Statewide Assessment. Duties include:

- Assessment design, scaling, and standard-setting
- Management of comparable CAT and paper-based assessment systems
- Quality control of test items
- Item bank management
- Assessment report design
- Development of peer review evidence and other technical documentation
- Review and approval of contractor work
- Oregon TAC meeting coordination

Lead Assessment Specialist (1996-2000)
Oregon Department of Education

Responsible for test scoring and reporting, item calibration, standard-setting, technical documentation, assessment data quality control, and contractor management. Conducted research on assessment accommodations for English language learners and students with disabilities.

Assessment and Evaluation Specialist (1979-1996)
Oregon Department of Education

Responsible for evaluation of education programs in Oregon, including Title I, Title IV-C, state dropout prevention program, talented and gifted program, and beginning teacher support program. Authored RFPs for test printing, distribution, scoring and reporting and monitored contractor performance. Conducted workshops on interpretation of assessment results.

Evaluation Specialist (1976-1979)
Northwest Regional Educational Laboratory
Portland, Oregon

Conducted the Hawaii Title I evaluation and coordinated activities of the Clearinghouse for Applied Performance Testing. Organized two national conferences on performance assessment.

PRESENTATIONS

"Individual Score Validity in an NCLB Testing Setting," Symposium presentation at the Annual Meeting of the National Council on Measurement in Education, San Diego, CA, April 2009

"Oregon's Experience with Computer-Based Statewide Assessment," Research to Action Forum, Chicago, IL, March 2008

CONSULTING

Maine Assessment Technical Advisory Committee, 2007 – present

New England Common Assessment Program Technical Advisory Committee, 2009 – present

Michael W. Rebar, Ph.D.

Oregon Department of Education • 255 Capitol Street NE • Salem OR 97310-0203
(503) 947 - 5926 (voice) • (503) 378 - 5156 (fax)

Educational Background

Ph.D., Special Education (Mental Measurement), University of Oregon, 2001

Handicapped Learner Endorsement and Standard Teaching License, Oregon, 1993

M.A., Special Education, University of Oregon, 1993

B.S., Russian Language and Literature, University of Oregon, 1989

Professional Experience

Senior Research Analyst	Oregon Department of Education	2009 - present
Assistant Professor, Educational Psychology	Eastern Washington University	2004 - present
Research Associate, Chair Institutional Review Board	Pacific Institutes for Research, Eugene OR	2003 - 2005
Core Curriculum Reviewer	Oregon Reading First Center	2003 – 2005
Supplemental Curriculum Reviewer	Oregon Reading First Center	2003 – 2005
Oregon Reading First Evaluation Team Member	Oregon Reading First Center	2003 – 2005
Research Associate	Eugene Research Institute, Eugene OR	2000 – 2003
Vice President	Eugene Research Institute	2002 – 2003
Research Assistant	University of Oregon Institute on Violence and Destructive Behavior	2002 – present
Manager of Technology	University of Oregon Bookstore, Eugene OR	1997 - 1999
Computer Science Teacher	South Eugene High School Eugene School District 4J	1994 - 1997

Publications (partial list)

Journal Articles

Stockard, J., & Rebar, M. (in review). A mixed-model analysis of educational reform in early reading and math.

Engelmann, S., & Rebar, M. (in review). Exhaustive criteria testing. *Journal of Direct Instruction*.

Rebar, M., & Ditkowsky, B. (in review). The effect of orthography on reading fluency for beginning readers. *Journal of Literacy Research*.

Rebar, M. (in preparation). Achieving and sustaining accelerated achievement: The effect of a six-year implementation of the Direct Instruction model on early reading.

Rebar, M. (in preparation). The effect of a flexible planning and prompting system on task initiation and completion for individuals with cognitive disabilities.

Rebar, M. (in preparation). The reliability and validity of selection response computer administered measures of early reading.

Golly, A., & Rebar, M. (in preparation). Clear directions lead to greater compliance: Teacher use of alpha and beta commands.

Book

Simonsen, F., Moore, M., Ditkowsky, B., & Rebar, M. (contracted, in preparation). *Individualized Education Programs: Creating a roadmap for instruction*. Boston: Allyn and Bacon.

Software

Rebar, M. (2003). Class Prompter: Preschool Edition. Longmont, CO: Sopris West.

Keating, T., Rebar, M., & Hays, J. (2001). Picture Planner. Eugene, OR: Eugene Research Institute.

Rebar, M. (1997). Digital IEP System. Eugene, OR: Eugene School District 4J.

Rebar, M. (1995-2009). Class Prompter. Eugene, OR: Partnership for Empirical Educational Research.

Federally Funded Research (partial list)

Investigator, 2005 - 2009 (Award No.: S332B050017, 3 years, $3,300,000)
Reaching Standards with Traditionally Underserved Groups of Students: Expanding Effectiveness of the Direct Instruction Model. Research Grant from U.S. Department of Education, Office of Elementary and Secondary Education (CFDA 84.332B).

Project Director, 2004 - 2006 (Award No.: H327A040064-05, 2 years, $400,000)
The GetSET Project: Systematic Early Tracking for Effective Referral and Reporting. Research Grant from U.S. Department of Education, Office of Special Education and Rehabilitation Services (CFDA 84.327N).

Project Director, 2002 - 2005 (Award No. H324N020029, 3 years, $225,000)

Beginning Reading Fluency: A Computer Assisted Approach to Measure Validation, Progress Monitoring, and Intervention. Research Grant from U.S. Department of Education, Office of Special Education Programs (CFDA 84.324N).

Research Associate, 2002 - 2004 (Award No. R305G020057)
The Story Read Aloud Project: The Development and of an Innovative Instructional Approach to Promote Comprehension and Vocabulary in First Grade Classrooms. Research Grant from U.S. Department of Education, Office of Educational Research and Improvement (CFDA 84.305G).

Research Associate, Co-Investigator, 2002 - 2003
Investigating the effects of a preschool curriculum. National Institute of Child Health and Human Services, Departments of Health and Human Services, and Public Health Services.

Research Associate and Project Coordinator, 2001 - 2003
A Model for a Technology-based Life Skills Curriculum for Secondary Students with Cognitive Disabilities. Research Grant from U.S. Department of Education, Office of Special Education Programs.

Research Associate, 2001 - 2003
Information Technology Access for Adults with Cognitive Disabilities: Participatory Development of a Model for Software Accessibility, Training, and Support. Research Grant from U.S. Department of Education, Office of Special Education and Rehabilitation Research.

Research Assistant, 1993 - 1997
SUCCEED: Securing Understanding of Content through Content and Explicit Environmental Demands. U.S. Department of Education, Division of Innovation and Development.

Research Assistant, 1993 - 1996
DIRECT: Developing Individuals Responsible for Enhancing Content Teaching.
U. S. Department of Education, Office of Special Education and Rehabilitative Services.

Professional Affiliations

Council for Exceptional Children (CEC) Member (1991 - present)
Council for Children with Behavioral Disorders (CCBD) Member (1991 - present)
Council for Educational Diagnostic Services (CEDS) Member (1993 - 1996)

CEC President, Student Chapter #1111 (1992 - 1993)
CEC President Elect, Student Chapter #1111 (1991- 1992)

Oregon CCBD President, State Subdivision (1993 - 1994)
Oregon CCBD Vice President, State Subdivision (1992 - 1993)
Oregon CCBD Newsletter Editor, State Subdivision (1991 - 1992)

Apple Programmer and Developer Association (1989 - present)
BeOS Core Developer (1999 - 2001)

Service

Pacific Power Blue Sky Cycling Team, Board Member, 2008 - present
Oregon Public Networking, Board Member, 2004
President, University of Oregon College of Education Student Council, 1996
New Media Center, University of Oregon, Steering Committee Member, 1995
Assistive Technology Task Force, Eugene School District 4J, Member, 1993-1997
Departmental Computing Group, University of Oregon, Member, 1993-present

Joel Robe

Work: 503-947-5709 (b)(6)
joel.robe@state.or.us

Core Competencies and Strengths

- ✓ 28 years experience with extensive knowledge of Oregon education practices and the use of technology to increase student achievement.
- ✓ In-depth understanding and experience with enterprise design, development, quality assurance, maintenance, and support for in-house and 3rd party application systems using both SDLC and Agile development methods.
- ✓ Proven leadership in the successful development and implementation of enterprise level school information systems used by Oregon school districts and ESDs.
- ✓ Experience with data warehouse and Business Intelligence tools for reporting that provides information to assist school improvement efforts.
- ✓ Knowledge of state reporting requirements for school districts.
- ✓ Comprehensive understanding of the laws governing school districts and ESDs.

Professional Experience

Director

K16 Integrated Data System (KIDS), Oregon Department of Education

Took over the implementation of statewide data warehouses at the Oregon Department of Education with the goal of streamlining the collection of data from school districts. Use analytical and collaborative approaches with internal staff and key stakeholders to determine strategic goals and define a short and long term vision for data warehousing in Oregon's education enterprise. Increased communications with Regional Data Warehouse Providers, their affiliated districts, and Oregon University System staff.

Led the successful deployment of an automated process to deliver historical assessment data housed at the ODE to Regional Data Warehouses providing a full history of a student's assessment to every school a student attends.

Guided the creation of ODE's Oregon Student Record Transfer Exchange web-based application to immediately provide access to a student's academic data so school staff can schedule students appropriately saving the school district staff valuable time and ensuring the student's correct placement.

Defined the need for and use of a Business Intelligence (BI) portal providing direction to staff in the development of a multi-tiered approach for secure district and public reports. Portal presents views of data that allows the comparison of schools and districts, trend analysis, ad-hoc reporting using OLAP cubes, and static reports providing transparency of school and assessment data.

Operations Manager – Information Services

Willamette Education Service District – 2002 to 2008

Managed an IS operation providing web applications, network services, and hardware support for school districts, ESDs, government agencies, and private companies. Successfully planned and implemented an ASP instance of the Pentamation suite of administrative software for Oregon school districts. Negotiated agreements with vendors, purchased and installed infrastructure, hired staff, and set up a support structure. Growth of the operation went from a couple of districts to more than 50 within 5 years. I ensured the design and development of enhancements to the Pentamation software resulting in automation of processes and additional products that were provided to constituent districts.

Directed the Institution of a data warehouse for school districts in Oregon that provided access to key performance metrics through BI dashboards and reports. Managed the project from inception including acquiring resources, designing extract processes from multiple vendors' student management systems, defining the structure of the data warehouse, and the reporting methodology using dashboard metrics with dynamic reporting.

Standardized WESD network and support processes resulting in increased quality and effectiveness of staff which in turn increased the client base for our network and desktop support functions.

Coordinated applications development using Agile development methods to shorten timelines. Applications developed or enhanced included online schools, migrant education, print shop, personnel authorization, substitute teacher management, and leave balance tracking.

Led IS department development of a Sharepoint portal environment for better collaboration between internal departments and to provide better content management along with easing the development of new websites. Worked with all departments to determine the portal structure and standardize on WSS site layout and security using Active Directory for role-based security.

Relevant Experiences

Consultant Oregon state collections
OSBA Leadership Oregon graduate
Cognos BI Administrator and Trainer
Oregon DATA Project
Lane ESD Board Member 2004 to present
Financial Accounting and Budgeting

Affiliated Organizations/Groups

Data Quality Work Group member 2007 - Present
Oregon Association of Education Service Districts (OAESD) member 2004 - Present
Oregon School Boards Association (OSBA) member 2004 - Present
Association of Computer Professional in Education (ACPE) 2002-2008
Oregon Association of School Business Officials (OASBO) 2002-2008
North Eugene Site Council 1997-2000

MELINDA BESSNER

melinda.bessner@state.or.us

(b)(6), (503) 947-5828 work, or (b)(6)

PHILOSOPHY

All students can learn, given a positive learning atmosphere that welcomes curiosity, embraces creativity, and enhances student confidence. Success occurs in a personalized, diverse, results-oriented environment that connects each student to the next step in their educational/career path.

DEGREES & CERTIFICATIONS

Continuing Oregon Administrative License, expires June 2014
Standard Oregon Teaching License, certification in Advanced Math & Business, expires June 2010
Masters of Education, Portland State University, March 1996
Bachelor of Science, Finance & Marketing, University of Oregon, June 1993

ADMINISTRATAIVE EXPERIENCE

Scoring and Reporting Manager, ***Oregon Department of Education, Salem, OR*** ***2009-present***

Significant Accomplishments & Responsibilities:

- Develops policies and procedures regarding reporting, analysis, and quality control of data used in high stakes accountability reports such as AYP, EdFacts, School and District Report Cards, and Oregon's Statewide Report Card.
- Coordinates with directors and managers to develop and monitor project timelines.
- Facilitates communication with stakeholders regarding state's accountability system and Oregon's schools and districts performance.
- Implements initiatives and collaborate with other departments to increase stakeholders understanding regarding best practices in the use of assessment and accountability data for increased student achievement.
- Liaison to schools, districts, statewide and national groups to improve accountability practices.

Administrator of Special Projects, ***North Clackamas School District, Clackamas, OR 2008-present***

Significant Accomplishments & Responsibilities:

- Refined existing assessment databases and reports to support instructional needs and professional development reforms, ie professional learning communities, Response to Invention, graduation requirements, AYP projections, and credits by proficiency.
- Incorporated literacy assessment tools into existing assessment databases. Created database of formative assessments used at the elementary level.
- Assisted in the creation of the District Technology Standards document
- Created a Response to Invention (RTI) model and district level interventions targeting at-risk students.
- Analyzed data to determine common historical factors for at-risk students at all grade levels. Developed data reports using eSIS to identify at-risk students.
- Drafted long range strategic plan for in-district alternative education programs.
- Restructured evaluation process for ESD approved programs.
- Coordinated with district and school level PLCs to compile data and design assessments.
- Liaison to Clackamas County Juvenile Department and Gang Task Force.

Assistant Principal, ***Clackamas High School, Clackamas, OR*** ***2003 – 2008***

School Profile: CHS consists of 2271 students, an increase of 458 over the past five years, 98 licensed staff, 64 classified employees, and 5 administrators. The student population is comprised of 13% ELL, 17% economically disadvantaged, and 26% students of minorities.

MELINDA BESSNER
melinda.bessner@state.or.us
(b)(6), (503) 353-3295 work, or (b)(6)

Significant Accomplishments & Responsibilities:

- Redesigned ESL Department. Focused on team building, curriculum alignment, and literacy efforts. Resulted in consistent curriculum and significant increases in assessment scores.
- Coordinator of Positive Behavior Support (PBS) system. Conducted training of teachers in Sheltered Instruction Observation Protocol (SIOP).
- Improved attendance monitoring and dropout procedures. Worked closely with outside agencies to recruit students who had withdrawn to re-enroll or explore other additional opportunities. Resulted in a dropout rate of 1.3%.
- Evaluated investigational procedures with security personnel on drug and alcohol issues, altercations, weapons, and gang involvement. Facilitated IEP and MD meetings for special needs students. Reviewed Functional Behavioral Assessments and Behavioral Support Plans with school psychologist.
- Revised the District Teacher Evaluation and Professional Development handbook. Incorporated a new professional development continuum to use as the evaluation tool. Created a District Classified Evaluation and Professional Development handbook.
- Trained/Mentor administrative interns.

Administrative Dean, ***Marshall High School, Portland, OR*** ***1998 – 2003***

School Profile: MHS consisted of 1102 students, a decrease of 246 during the previous five years, 74 staff members, and 3 administrators. The student population was comprised of 17% ELL, 54% economically disadvantaged, and 38% students of minorities.

Significant Accomplishments & Responsibilities:

- Developed a Schoolwide Testing program, which tested 99% of the student body. Previously only 86.7% of the student body was tested.
- Implemented strategies to lower dropout rates and increase average daily attendance. Interventions ranged from Academic Probation to individual home visits. From 2000-03, dropout rates fell from 11.2 to 5.8% and ADA increased from 84 to 93%.
- Established liaisons with Multnomah County Juvenile Department, Oregon Council for Hispanic Advancement, and Project Return. Increased communication and knowledge of outside programs resulted in a significant increase of student retention throughout our targeted subgroups.
- Established COMPASS (Community of Marshall's Parents, Administrators, Students, and Staff)

PRIOR EXPERIENCE

Teacher, ***David Douglas High School, Business & Computers, Portland, OR*** ***1996 – 1998***
Teacher, ***Portland Evening High School, Math, Portland, OR*** ***2002 - 2003***

RELEVANT EXPERIENCES

- Member, Clackamas ESD Alternative Education Consortium, 2007 - present
- Committee Member, NCSD Technology Standards Committee Team, 2008 – present
- Committee Member, NCSD PBS Leadership Team, 2007 - present
- Committee Member, NCSD Diversity Task Force, 2005 – present
- Committee Member, NCSD Certified and Classified Evaluation Handbook, 2005 – present
- Committee Member, NCSD Classified Professional Development, 2005 – 2007
- Member, Confederation of Oregon School Administrators, 2003 – present
- Member, National Association of Secondary School Administrators, 2003 – present

BUSINESS EXPERIENCE

Chief Financial Officer, Federal Asset Recovery, Bellevue, WA ***10/93 – 6/94***
Legal Assistant and Budget Analyst, Wayne Seminoff Company, Bellevue, WA ***6/93 – 10/93***

C. Michelle Hooper, Ph.D.

(b)(6)

michelle.hooper@state.or.us

EDUCATION

Ph.D.	Oregon State University	2000	Education
MS	Oregon State University	1997	Education /Adult Education
BA	Stephen F. Austin State University	1990	History / Political Science

EMPLOYMENT HISTORY

January 2005-Present

Oregon Department of Education (ODE), Office of Educational Improvement and Innovation (EII), Salem, Oregon

- Director, Teaching and Learning/Systems Management & Coordination, March 2007 - present
- Director, Systems Coordination and Fiscal Management, August 2005 - 2007
- Education Specialist 2, Content Standards and Program Evaluation, January 2005 – August 2005

January 2004-March 2005

Adjunct Professor, College of Education, Oregon State University (OSU), Corvallis, Oregon

August 2000-August 2003

Assistant Professor, Department of Secondary Education and Educational Leadership, Stephen F. Austin State University (SFASU), Nacogdoches, Texas

September 1997–August 1998

Instructor, School of Education, Oregon State University

January 1991-June 1995

High School Teacher, Central ISD, Pollok, Texas

Brett Luelling

(b)(6)

Work: (503) 947-5837
brett.a.luelling@state.or.us

An accomplished Business Analyst, and Project Manager, specializing in system design with experience in all phases of the application development life cycle including requirements gathering, prototyping, design, implementation, testing, and maintenance.

Summary of Qualifications

- Experience with Project Management Body of Knowledge methodology.
- Experience using SCRUM and other agile methodologies on projects.
- Experience managing high stakes reporting projects.
- Possess expertise in business process analysis to properly frame the problem and develop requirements.
- Expertise in system analysis/design, using different technologies, and progressing from problem statement to documented design and implementation.
- Demonstrated management skills with proficiency in leading and mentoring individuals to maximize productivity and build a cohesive team.

Technical Expertise

Project Management Methodologies	PMBOK, SCRUM, Extreme Programming
SDLC	Water Fall, Incremental, SCRUM, Extreme Programming
Databases	Oracle, MySQL, Sybase, SQL Server

Professional Experience

Oregon Department of Education **2008 - Present**

Project Manager/Bus. Analyst (BA), BA Team Lead

Project Manager

Responsible for managing projects to achieve department objectives. This includes, but is not limited to, School/District Report Card, SpEd Report Card, the Annual Collection Schedule, Individual Student Results, and process improvement projects.

Duties Include:

- Identifying units of work needed to complete the project

- Estimating timelines for projects
- Developing milestones and phases for projects
- Identifying/managing risks
- Resource Planning
- Managing resources on the projects
- Updating management on the progress of the projects
- Responding to any changes in requirements
- Ensuring staff have the information and tools necessary to do their job
- Identifying areas for process improvement
- Using PMBOK methodology
- Leveraging the SDLC and developing agile methodologies for shorter development timelines
- Assisting management with project/resource planning
- Conducting postmortems to determine areas of improvement

BA Team Leader
Responsible for managing the Business Analyst team.

Duties Include:
- Developing team structure
- Assigning and reviewing work
- Assisting staff with professional development planning
- Responding to any issues surfaced by members of the BA team
- Approving/denying leave requests to ensure we always have coverage
- Conducting interviews

Business Analyst
Responsible for developing system requirements and designing IT solutions to meet department objectives.

Duties Include:
- Working with customers to develop system requirements
- Designing IT systems
- Analyzing current business process for process improvement
- Recommending projects to management that could save the department time/money

Department of Consumer and Business Services **2005 - 2008**

Systems Analyst

Assistant Project Manager for E-Permitting
Assisted the Project Manager in developing, and maintaining, the project plan for the E-Permitting Project. Mentored in large scale Project Management and the tools necessary to effectively manage the project.

Duties Included:

- Developing and maintaining the project plan.
- Working with users to build business requirements.
- Leading the project team to achieve project goals, and keep the project on track.
- Assigning work to peers.

Systems Analyst for Insurance Department
Developed IT solutions by working closely with the customer and analyzing current business processes. Provided support to Insurance Division Employees including quick responses to production problems, and gathering requirements, designing, and building systems by legislative deadlines.

Duties Included:

- Creating applications that would interact with the third party software applications to provide real time data exchanges.
- Designing applications and leading programmers in the development of those applications.
- Assigning and reviewing work by junior developers.
- Trained end users on the use of new applications.
- Wrote instructions, business process rules and flow documents, and system documentation.
- Provided excellent customer service by being accessible to Insurance Division staff.

Jester Web Development **2000 - 2005**

Owner/Operator

Developed IT solutions for clients and provided IT support. This position required traveling to users and working with users to develop system requirements.

Accomplishments Include:

- Aviation Fuel Tracker Enterprise Application: The program had a C++ client application and a server side written in ASP .NET. The client application sits on an Access database and the server side sits on a MS SQL Server Database. The client application connects to the server side remotely and replicates its database to the server side's master database; allowing the server side to perform statistical analysis on the data.

Duties Included:

- Providing IT support at all times of the day and traveling to be on site when necessary.
- Hiring, assigning/reviewing work, responding to grievances, and disciplining when necessary.

Education

University of Phoenix, M.B.A

Oregon Institute of Technology
B.S. in Software Engineering with minors in Technical Communication and Business

(b)(6)

Joshua Klein, CISA

(b)(6)

josh.klein@state.or.us

EXPERIENCE:

Chief Information Officer

Oregon Department of Education **September 2009 – Present**

- Set strategic direction for the agency's information technology (IT) resources. Supervised over forty (40) IT professionals through three subordinate IT managers. Oversee the security and quality of data on over 1 million current and former K-12 students and oversee the administration of two Institute for Education Sciences (IES) grants totaling over $8M, in addition to a biennial budget of nearly $6M. Collaborate with other State Education Agencies (SEA's) to leverage existing technology efforts, thus minimizing development efforts on Oregon's behalf. Responsible for recognizing the value of individual and cultural differences, and creating a work environment where individuals' differences are valued.

Director of Application Development

Oregon Department of Education **June 2006 – September 2009**

- Responsible for coordinating internal technical controls and projects for the Oregon Department of Education. Manage various formal and informal project teams. Direct supervision of sixteen (16) staff including the Agency Webmaster, the Application Development Team, the Business Analysis Team, and the Database Development Team. Direct report to the Chief Information Officer.
- Drive and manage a smooth application systems development lifecycle for multiple concurrent projects across a variety of systems. Monitor projects to ensure on-time delivery and report project status to executive management. Design, develop and implement documentation, business process, and technical standards. Facilitate vertical communication between customers and executive management. Collaborate with agency directors; identifying office needs to meet agency goals, including: Develop program/system rules and policies and long- and short-range goals and plans; program/system evaluation; budget planning and development; vendor relations/contract management; supervision of technology functions and staff; large-scale project management and oversight.
- Led audit compliance efforts in response to internal, state, and federal findings. Coordinated implementations of evolving state and federal regulations including No Child Left Behind (NCLB), Individuals with Disabilities Education Act (IDEA), Carl D. Perkins Career and Technical Education Act (Perkins), American Recovery and Reinvestment Act (ARRA), and others.
- Project manager for the Consolidated Staff Collection project, implementing a unique staff identifier for every school and school district employee in the state of Oregon. Project spanned almost two years, included over 75 distinct data points per staff member, and brought Oregon into compliance with federal requirements for highly qualified teacher reporting.

Application Support Supervisor

Oregon Department of Education **April 2002 – June 2006**

- Supervised all support provided by the Oregon Department of Education (ODE) Helpdesk. Acted as the central figure in the identification, testing, and resolution of technical issues related to agency web-based application software. Provided cross-functional leadership for

several project teams, with direct oversight of eight (8) technology staff members. Managed a variety of mission-critical security, internal control, and software development projects. Developed and implemented changes to business policies and processes affecting over 5,000 school district employees accessing over 50 distinct ODE data collection applications.

- Planned, executed, and managed the ODE Contact Center project which centralized resources from several different support units into a single support team. Maintained quality of service while increasing capacity 163%. Developed business requirements for, selected, customized (using SQL, VB, and ASP), and implemented an enterprise helpdesk product.
- Collaborated with upper management to/on: Develop program/system rules and policies and long- and short-range goals and plans; program/system evaluation; budget planning and development; vendor relations/contract management; supervision of technology functions and staff; large-scale project management and oversight. Led results team in an outcome-based budgeting initiative. Team was responsible for prioritizing the allocation of over 70% of the agency budget (~$65M).

Chief Information Officer
Klein Consulting Group **August 1997 – December 2001**

- Founded and maintained an on-site information systems consultancy. Responsible for technical sales and service, accounting, client relations, marketing, employee management, information systems development and implementation. Analyzed existing client information systems and managed the design and construction of new systems and controls, enhancing productivity and producing a smooth information life cycle. Supported these custom solutions on an ongoing basis.
- Worked in collaboration with the Chief Executive Officer to/on: Develop program/system rules and policies and long- and short-range goals and plans; program/system evaluation; budget planning and development; vendor relations/contract management; supervision of technology functions and staff; large-scale project management and oversight.
- Personally handled all technology issues both technical and non-technical, including but not limited to: network administration, cabling, troubleshooting, application development, security, hardware assembly and repair, software installation and configuration, user training, business and systems analysis, and organizational development.

PROFICIENCIES:

- VB, VB.Net, VBScript, C, C++, Pascal, HTML, ASP, ASP.Net, LDAP, JavaScript, SQL, Access, Windows (All), UNIX, Linux, Netware, Office, Visio, Project, Acrobat, Photoshop, DNS, DHCP, NAT, WINS, IIS, Exchange, Active Directory, Terminal Server, SMTP, POP, FTP, TCP/IP, LAN, WAN, DSL, ISDN, HSD, VPN, RAS, PPP, SLIP, SAN, 802.11a/b/g

EDUCATION:

- Denver Technical College – A Division of DeVry University — Denver, CO
  Bachelor of Science, Network Systems Administration — **December 2001**
- Information Systems Audit and Control Association (ISACA) — Certified
  Certified Information Systems Auditor (CISA) — **October 2005**

Colleen K. Mileham

Oregon Department of Education
255 Capitol St. NE
Salem, Oregon 97310

Phone: 503-947-5663
E-mail: colleen.mileham@state.or.us

Professional Experience

Assistant Superintendent — **2009 - Present**
Office of Educational Improvement and Innovation — **Oregon Department of Education**

Leads the Office of Educational Improvement and Innovation (EII) with a budget $600 million per year and 65 staff. The EII office oversees development of state academic content requirements. The office administers Oregon laws and develops policies governing K-12 schools. It implements numerous federal programs including No Child Left Behind (NCLB) Title I, ID, IIA, IID, III,VI and IX; the Carl D. Perkins Career and Technical Education Act; and Veterans programs. The office is also responsible for a broad range of academic support programs (e.g. charter schools, alternative education, private K-12 and career schools).

Director of Secondary\Postsecondary Transition Team — **2003 - 2009**
Office of Educational Improvement & Innovation — **Oregon Department of Education**

Led and supervised 13 Education Program Specialists and support staff responsible for high school improvement and Oregon Diploma requirements including all Career and Technical Education content areas, Advanced Placement and the Advanced Placement Incentive Grant and APIP test-fee program. Collaborated with two and four year colleges and universities to establish accelerated learning opportunities for high school students. Managed the $15 million Carl D. Perkins Career & Technical Education Act Grant-in-Aid.

Coordinator of Curriculum & Instruction — **2996 - 2003**
Office of Professional Technical Education — **Oregon Department of Education**

Led and supervised six Education Program Specialists and two support staff positions responsible for developing and implementing the Certificate of Advanced Mastery (CAM) in K-12 schools and articulation with Oregon Community Colleges. Coordinated the development of the CAM grade 12 academic benchmarks. Coordinated the development of the career and life role common curriculum goals and career-related learning standards. Served as liaison to other Department offices in the development of the Certificate of Initial Mastery (CIM) and assessment for the Certificate of Advanced Mastery. Developed and managed ODE grants to schools for research and development of Certificate of Advanced Mastery programs.

Education Program Specialist — **1988 - 1996**
Office of Professional Technical Education — **Oregon Department of Education**

Led teams of teachers and administrators developing the Human Resources Certificate of Advanced Mastery (CAM) Career Endorsement Area. Administered federal Carl D. Perkins Career and Technical Education funds for comprehensive human development and family and consumer sciences education at the secondary and community college level. Served as Career Development Coordinator for the Childhood Care and Education System in the Office of Community College Services.

(More on next page)???

Project Associate — **1985 - 1987**
Oregon State University — **Corvallis, Oregon**

Principal Investigator of a three-year Oregon Department of Education grant project to develop curriculum and provide professional development to teachers and administrators in human development, family and consumer sciences. Coordinated 25 professional development workshops. Directed the field-testing and dissemination of five curriculum models.

Assistant Professor & State Consultant — **1979 - 1985**
Central Washington University — **Ellensburg, WA**

Taught undergraduate and graduate courses in curriculum, instruction and evaluation. Supervised student teachers serving Eastern Washington. Served on the university teacher education council, and department curriculum, personnel and search committees. Served as a state consultant for the Washington State Department of Education. Assisted with the development of three and five year strategic plans and annual state program-or-work for human development and family and consumer sciences. Planned, coordinated and delivered technical assistance to 17 school districts in two regions of the state. Planned and conducted staff development workshops for high school students, teachers, administrators and advisory committees on a variety of curriculum topics, program evaluation and leadership development.

University Teaching Assistant and Administrative Intern — **1978 - 1979**
University of Wisconsin-Stout — **Menomonie, WI**

Instructed undergraduate classes in family and consumer sciences education. Advised students and supervised university students in community learning experiences. Evaluated student assignments and presentations, guest lecturer in curriculum classes and seminars. Interned with Assistant to Chancellor for Affirmative Action. Consulted with local agencies and attended state meetings of affirmative action officers.

Public School Teacher — **1972 - 1978**
Platteville High School — **Platteville, Wisconsin**
Manning Community Schools — **Manning, Iowa**

Education

Ph.D., Oregon State University, 1994, Department of Human Development & Family Sciences
M.S., University of Wisconsin-Stout, 1979, Family & Consumer Sciences Education:
Emphasis: Curriculum, Instruction & Evaluation
B.S., Iowa State University, 1972, Family & Consumer Sciences Education

Tryna M. Luton

(b)(6)

Wk: 503-947-5922; (b)(6) Hm: (b)(6)

tryna.luton@state.or.us

Education

- **Continuing Administrator/Initial Superintendent Licensure:** Portland State University; (2007)
- **Leadership 2000 Initial Education Administrator Licensure:** Portland State University; (1998)
- **Masters Degree:** Master of Arts in Teaching; Emphasis and research in Learning/Mind Styles; Oregon State University; (1992)
- **Bachelor of Arts:** Liberal Arts/Education; Oregon State University; (1991)
- **Associate of Arts:** Elementary Education; Linn-Benton Community College; (1988)

Professional Experience

Director of School Improvement & Accountability: Oregon Department of Education; Salem, OR (2008-present)

- Administrative oversight of the School Improvement & Accountability Team, responsible for a variety of Federal No Child Left Behind Title programs and Oregon's Continuous & School Improvement efforts
    - Title IA Improving Student Achievement
    - Title IB Reading First
    - Title ID Neglected & Delinquent
    - Title IIA Improving Teacher Quality
    - Title IID Education Technology
    - Title VI Rural Education
    - Title X Homeless Education – McKinney-Vento Act
    - Oregon Statewide System of Support for School Improvement
    - Continuous Improvement Planning
    - Consolidated District Program Reviews/Monitoring

P-12 Outreach Coordinator/OSU K-12 Online Administrator & Principal: Oregon State University; Corvallis, OR (2002 – 2008)

- Planning, creation, implementation, and administration of **OSU K-12 Online**: virtual middle school and high school
    - Research and market analysis
    - Budget and price structure study, planning, creation and revision
    - Infrastructure/systems planning and implementation
    - Teacher and staff hiring, supervision, professional development implementation
    - Administrative duties of online course development
    - Website and marketing materials design, creation and maintenance
    - District, school and organization collaborations, including diploma partnership
    - Advisory Council planning, creation and facilitation
    - School/Continuous Improvement Plan creation
    - Teacher Evaluation Process research, creation and implementation
    - Northwest Association of Accredited Schools standards met and accreditation obtained
- Administration and oversight of other **P-12 Outreach programs**
    - Administrative duties and promotion of College Credit for High School
    - Administrative duties for Developmental Math
    - Assistance and oversight of A Taste of College Program
    - Assistance and oversight of Expanded Options
- Pre-college grant planning with schools and other partner organizations
- Dual credit courses/collaborations with OSU colleges and departments
- Member and chair of Siletz Valley Early College Academy Steering Committee
- Member of Native American Youth and Family Center Early College Academy Steering Committee and Curriculum Committee

- Member of Antioch Post Secondary Work Group assisting Native Early College High Schools

Initial & Continuing Education Administrator Internships:

- **OSU K-12 Online**; Oregon State University; Corvallis, OR (2006 – 2007)
- **Education/Child & Family Studies**; Linn-Benton Community College & Lebanon Community School District; Albany & Lebanon, OR (2000 – 2001)
- **Gore-Tennessee School**; Lebanon Community School District; Lebanon, OR (1997 – 1998)

Contracted & Part-time Faculty—Education/Child & Family Studies: Linn Benton Community College; Albany, OR (1998 – 2002)

- Developing and teaching various education courses
- Advising students in middle/secondary education, elementary education and instructional assisting
- Supervising education practicum students
- Oregon Technology Infusion Project Coordinator fulfilling goals and other responsibilities of Preparing Tomorrow's Teachers to Use Technology (PT3) Federal Grant
- Summer Professional Development for Educators workshop series planning, coordination and implementation
- Classified Assistant Professional Development project working with Lebanon Community School District to create a comprehensive training program in partnership with Linn-Benton Community College
- Assisted in the creation of a new state-approved Associate of Arts degree for Instructional Assistants in Education

Elementary Teacher/Lead Teacher: Tennessee School District and Lebanon Community School District; Lebanon, OR (1992 – 2002)

- Experience in blended classrooms, team teaching, and working with all grade levels in school-wide functions and lessons
- Acting Administrator in the daily absence of principal
- Benchmark Team Leader & Secretary for Pioneer School
- Primary Promotion Standards Committee for Lebanon Comm. School District
- Site Council Chairperson for Tennessee School
- Curriculum and Instruction Council member
- Staff Development Facilitator/Trainer for a variety of subjects

Certifications, Skills & Training

- Oregon Continuing Administrator License
- Reading Specialist Endorsement
- District/School Continuous Improvement Planning
- School Finance & Budgeting
- Teacher Supervision & Evaluation
- Pre-College Planning & Research
- Best Practices & Research in Instructional Strategies & Data Analysis for Improvement
- Reading & Literacy Training: Language Arts Research, Development & Practice
- Differentiated Instruction: Designing & Implementing Individualized Curriculum
- Student Outcomes, Authentic Assessment & Data Analysis for Improvement
- Best Practice in Online Learning
- SCT Banner & Data Warehouse Database
- Microsoft Word, Excel, Access, Outlook
- Windows & Internet proficiency
- Program Review & Evaluation for Improvement

Organizations & Awards

- Northwest Association of Accredited Schools Commissioner
- Confederation of Oregon School Administrators
- National Staff Development Council
- University Continuing Education Association Marketing Award: OSU K-12 Online Website
- Oregon Laurels Scholarship Award
- Liberal Arts Superior Academic Award