

To: Superintendent Smith

Thru: *Carla Randall, Chief Academic Officer*

From: *Melissa Goff, Robert Ford, Ewa Chomka-Campbell, Ewan Brawley*

Date: *February 6, 2012*

Subject: *Student & Academic Support Budget Options*

Issue Statement

The educational departments within PPS are providing the following budget descriptions and funding options for programs that we have prioritized because of their impact on student achievement as well as a number of programs the Board has expressed interest in discussing. With pending reductions across the board in the general fund, IDEA, and funded programs including Title I, we anticipate the need to consider strategic support for each of these priorities as current funding options may not be available for the 2012-13 school year.

Background

For the 2011-12 budget, the following programs were prioritized:

- Equity
- Implementation of the K-5 Math Adoption
- Implementation of Response to Intervention (RtI) in Academic Priority schools
- Implementation of the High School System Design components
- Maintaining financial efforts in ESL and Special Education while improving instructional services to students.

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this work. Specifically, rather than paying for extensive coaching from Pacific Educational Group staff, we shifted resources using those funds for PPS FTE dedicated to coaching school equity teams and principals in the form of a 0.5 Administrator and 2.0 TOSAs.

Lorenzo Poe, Chief Equity Officer for PPS, has responsibility for supporting central operational departments in their equity work and supporting the Administrators of Color group partnered with Glenn Singleton.

Once again, the recommendation is to maintain the amount dedicated in the 2012-13 budget to specific equity work but to shift more funds to supports internal to PPS decreasing the contract with Pacific Educational Group. Since the focus for our Beacon and Strand 2 schools next year is on culturally relevant teaching, the recommendation for 2012-13 will increase the number of Equity TOSAs from 2 to 4, but will include the expectation that the current reading coaches and equity coaches form a team to coach for culturally relevant reading instruction and implementation of a culturally relevant Response to Intervention systems in all of our schools as they address barriers to learning for students of color.

Recommendation:

- **Maintain current funding level**
- **Increase internal capacity by adding two additional Equity TOSAs that specialize in culturally relevant reading instruction**
- **Decrease contract with PEG**

ESL Department:

The focus of the ESL Department (English as a Second Language) is to assist English language learners develop proficiency in English and achieve high content standards. There has been extensive conversation this year, with a new ESL Director, focused on strengthening collaboration and coordination among the district school programs serving English language learners. Department staff is responsible for providing technical assistance to the school staff to meet the academic needs of English language learners. The department also provides technical assistance focusing on parental and community participation in language instruction educational programs. The ESL Department has been collaborating with the Family Involvement Department this year to coordinate efforts to serve parents of limited English proficient children.

Previous audits of the ESL Department clearly identify a lack of clarity in the PPS ESL program. The ESL Director, Ewa Chomka-Campbell is currently working closely with the Oregon Department of Education (ODE) on a document that will clearly identify the options for ESL services available to schools with specific guidelines. This includes guidelines, developed with the Immersion team, for providing ESL services within Dual Language Immersion programs.

As part of the 2010-11 ESL Redesign conversations, a model was developed for this school year to provide an instructional specialist and a community agent to each schools with more than 100 English language learners. The goal was to focus resources while developing a model to support families at their school's site. We learned this year that these focused resources were helpful, particularly our focus on training community agents to be effective interpreters for Special Education Individual Education Plan (IEP) meetings, but it was also clear that these resources can be more appropriately spread to serve all students.

While we started the year with Interpretation-Translation Services (ITS) in the ESL Department (a change from last year when it was in CIPA), it is now functioning as a separate department led by Carolyn Leonard. Budget information for ITS will be included below.

The recommendation for the 2012-13 budget is to once again maintain resources for the ESL Department at their current level. The department structure proposed will include a director and five program administrators focused on improvement of English Language Development instruction and improving communication with parents and communities within the schools they serve.

Recommendation:

- **Maintain current funding level**
- **Work with ODE to provide schools with a menu of options for English Language Development Delivery**

Special Education:

The implementation of the new Common Core State Standards (CCSS) presents PPS with an opportunity to focus resources and efforts on core instruction and differentiation, which are foundational to an effective RtI system. Continued progress on the Milestones is evidence that a more proactive approach to literacy instruction and intervention is having a positive impact on student achievement and reducing the racial achievement gaps in our system.

The Teaching & Learning staff is currently working with representatives from PAPSA to develop a professional development model for 2012-13 in which every teacher in every classroom will engage in a conversation about how the instruction in their classroom aligns with the Common Core State Standards. Conversations with PAT are also occurring through the Instructional Practices Committee.

Our recommendation is to shift the professional development funds primarily focused on the implementation of the K-5 math adoption in 2011-12 to a focus on implementing a culturally relevant, coherent and articulated core curriculum with targeted interventions and assessments aligned with the Common Core State Standards. To support this effort, we recommend a continuation of support to the K-5 mathematics core program implementation phasing grades 3-5 into the Common Core State Standards for mathematics. (The K-2 math implementation was aligned with the Common Core State Standards this year.) We also recommend core literacy professional development and strategic intervention strategies accessible to all teachers in grades

bilingual and able to effectively support the integration of English Language Development and Immersion language development throughout the academic day for students.

- Are we meeting the needs of students (especially our ESL students) through our current Dual Language Immersion programs? PPS does not currently meet the demand for our Dual Language Immersion programs (approximately 8% of all ESL students are enrolled in a Dual Language Immersion program) so the central Immersion team is working to identify guidelines for schools that should consider a Dual Language Immersion option.

At this point, our team is still in the process of identifying and ensuring that best practices are being implemented and supported in our current Dual Language Immersion programs. At this point, while we are interested

ensure state-adopted materials are purchased each year or our students will fall farther behind students in neighboring districts who have access to such materials. We also recommend that all future textbook adoptions consider purchase of intervention materials (as well as translated materials) as part of the adoption cycle.

Recommendation:

- **Maintain current funding level in order to provide:
Core textbooks in native languages
Culturally responsive reading supports**

On-Line Learning:

Materials regarding funding and programming options for on-line learning were presented at the January 9th Board study session and have been attached here, see Attachment A: Online Learning Board Report from January 9, 2012.

Interpretation-Translation Services:

Slightly more than 3,200 student registration forms indicate that in order to have equal access to information, academic programs and other support services, these families require communication in their home language. ITS offers interpretation services by using Community Agents employed by PPS, limited term employees, and contracts with private companies and agencies to provide interpretation services in addition to off-site companies accessible by telephone. PPS is required by an OCR Voluntary Resolution Agreement to provide training to all staff and contractors who offer interpretation services to students, families, communities and district departments and programs.

these partnerships will increase the percentage of students of color who graduate high school ready for college and/or career. For example, both Roosevelt and Jefferson High Schools provide a Senior Inquiry course for students that is currently funded through the Voluntary Public School Choice grant funds. Senior Inquiry is a collaboration between the high schools and Portland State University staff teaching courses on the high school campuses with staff from both institutions providing instruction. Students receive high school and college credit for completing this course in addition to activities that bring students to the college campus.

Students at Jefferson High School have access to a college campus through the Jefferson Middle College Program. We strongly believe in maintaining efforts to implement the Middle College Program at Jefferson High School.

Currently, we have four K-8 schools with Primary Year Programs (PYP) and Middle Year Programs (MYP) through IB (King, Sabin, Skyline, and Vernon). These programs are a different framework than the high school programs at Cleveland and Lincoln. At this point, we are not recommending building a new feeder program for these K-8 programs because of cost implications. However, we are recommending continuing to support these programs at their current funding levels.

The chart below includes central costs for high school International Baccalaureate programs and the cost for Senior Inquiry programs. While there are costs associated with Advanced Placement and dual credit options, these costs are primarily teacher training and textbook costs which were not funded centrally during the current budget year.

Recommendation:

- **Maintain current funding level**

AVID:

AVID is funded by the Voluntary Public Choice Grant, currently in its final year. AVID is a support program for first-generation students making adequate progress on Milestones to prepare them to be college ready. AVID supports expanding student access to college through targeted support in high school, particularly impacting students of color. We are recommending AVID be considered as a program to be funded by general fund. Costs for AVID include central supports and coordination of AVID tutors. Option A will include maintaining current levels of support with funding provided through the general fund rather than the VPSC grant. Option B would provide schools the opportunity to coordinate maintain their program through continuing to offer AVID classes, since the school allocated FTE is currently used for classes, but sifun11.30 TDIr8.1(e)-Tc-.0 Tw(s

District Milestones Framework – more students graduating on time and ready for college and work.

Career Coordinators at each high school has given us added capacity for facilitating the three primary areas of this work:

- Implementation of Personalized Learning diploma requirements (PLRs)
- Providing more career and college exploration opportunities for 9th and 10th grade students
- Studying “Career Interest” and Career and Technical Education (CTE) elective programming to identify priority areas that PPS should build out or sustain

Last year, the District’s Blue Ribbon Taskforce for Career Related Learning identified three key priorities for career learning in Portland Public School:

- Invest in programs which students demonstrate interest
- Invest in areas where we have eager industry partners willing to be generous with time, expertise and money to help our students
- Invest in programming which PPS can deliver with integrity and quality

Next steps are to continue to build out the system to fully meet the Personalized Diploma Requirements for the Class of 2015 including the Education Plan and Profile, Career Learning Experiences for all students, and Extended Application. We are already currently building this system through our implementation of the Education Plan and Career Learning Experiences.

Reducing or eliminating this work would delay the District’s efforts to identify and further develop career interest/CTE programming. It will also delay the work of the District Pathways Advisory Council, including setting goals and expanding partnerships and confirm the perception that it is difficult to partner with PPS. This work directly supports implementation of Personalized Learning diploma requirements and eliminating this service would limit our ability to provide career learning opportunities and extended application opportunities for all high school students.

Option A is to maintain current funding levels. Option B would support program and curriculum development, including opportunities for educators to collaborate with industry partners and support for facilitation of the District Pathways Advisory Council and related commitments. Option C would also include making the career coordinators into full time positions.

Options for Support:

- **Option A: Maintain current funding levels**
- **Option B: Support program and curriculum development, and fund facilitation**
- **Option C: Support program and curriculum development, fund facilitation, and make career coordinators full time positions.**

Extreme Reading (Striving Reader Grant concluded 12/2011):

In September 2011, support from the general fund was provided to fund *Xtreme Reading* classes for nine K-8s and 1 middle school for targeted 6-8th grade students. This removed grant restrictions and an RtI system was used to identify students for those classes and place them appropriately. One certified trainer from the Striving Reader grant was hired as a part-time Achievement Coordinator (TOSA) to provide professional development on high leverage

strategies as well as provide expertise as the Common Core State Standards for 6-8 grades are planned and implemented.

In addition, professional development in reading comprehension strategies was offered in Fall 2011 to 6-8th grade teachers. This training was available to Social Studies, Science, and Language Arts teachers. Teacher evaluations of this professional development were positive with many teachers requesting additional professional development in the future. Training resources were purchased with remaining grant funds to be used to provide additional training in the future.

As reported last year, the Striving Reader grant funding concluded in December 2011, but the Striving Reader strategies have been integrated into our reading support system.

Recommendation:

- **No additional funding requested. Strategies integrated into current practices.**

**Student & Academic Support 2012-13 Major Investment Opportunities
Aligned with the PPS Equity Policy and Strategic Priorities**

Submitted by Carla Randall, Chief Academic Officer
February 6, 2012

PROGRAM	2011-12 Investment	2012-13 Options
ESL	Bottom line ESL not including ITS expenses	Same as 11-12
Special Education	General Fund bottom line	Same as 11-12
Immersion/Dual Language	General Fund FLAP Grant Title IIA	Option A: Same as 11-12 Option B: Same as 11-12 + 1 TOSA
Equity (SAS & Schools)	General fund, excluding support of ExComm, Adm of Color, Central Dept	Option A: Same as 11-12 Option B: Same as 11-12
Implementation of Common Core State Standards and Response to Intervention	Gen Fund: K-5 Math PD Title I: Rdg Coaches – 3 FTE	General fund maintains funding level for PD and assumes Reading Coach FTE from Title I
Textbooks	K-5 Math Adoption 6-8 Science Adoption Textbook Refresh	Same as 11-12
On-Line Learning	On-line curriculum 2 FTE (District and school combined)	Tier 1: 11-12 + 2.5 FTE Tier 2: 11-12 + 1.5 FTE Tier 3: 11-12 + 4.5 FTE
Interpretation Translation Services	Taken from current ESL budget	Same as 11-12
College Credit Courses (Including Jefferson Middle College)	HS IB budget VPSC: Senior Inquiry	General fund maintains 11-12 college credit coursework cost and assumes Sr Inquiry cost from VPSC
AVID	Voluntary Public School Choice: 45 Tutors	Option A: Same as 11-12 Option B: No tutors/no teacher

		training
Pathways/Careers	.7 career coordinators in all High Schools, general fund	Option A: Same as 11-12 Option B: Same as 11-12 + sub time for pd/contract for facilitation Option C: Same as 11-12 + Option B + full time career coordinators

I have reviewed this staff report and concur with the recommendation to the Board.

February 6, 2012

**Carole Smith
Superintendent
Portland Public Schools**

Date

ATTACHMENTS

[In this section, include and list any supporting materials for the agenda item (resolution, ordinance, report, etc). All attachments should be labeled alphabetically, i.e., "Attachment A."]

- A. Online Learning Board Report from January 9, 2012
- B. Data on college credit courses
- C. Data on AVID program



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INFORMATIONAL REPORT TO THE BOARD

TITLE: ONLINE LEARNING

Study Session Meeting Date: January 9, 2011 **Executive Committee Lead:** Carla Randall,
Sue Ann Higgins

Department: Education Options **Staff Lead:** Marcia Arganbright

District Priorities: Individual Student Supports
Equitable Access to Rigorous Common Core Program

I. BACKGROUND

For the past four years, online learning at Portland Public Schools has focused on credit recovery as a strategy to meet the **10th grade milestone** (on track to graduate) and to raise **graduation rates**. Online learning provided students with the opportunity to successfully complete over 1,000 courses in the 2010-11 school year using the online curriculum, PLATO. This year, we have expanded our support for credit recovery and already have students enrolled in over 800 courses. Of all course failures 24% were Black students while the African American population in PPS is only 12%. Online credit recovery is an **equity** strategy to close the achievement gap.

In addition to PLATO, Northwest Regional Education Service District (NWRESA) is providing online courses through **Oregon Virtual Education (ORVED)** at www.orved.org to districts either as digital content to be used by a local teacher or as a course taught by an ORVED highly qualified teacher. The cost to a district is \$100 per student per course for content or \$195 for a semester course with a teacher. PPS is using this option in a limited number of situations this year.

Looking forward, online learning can provide a number of different opportunities for students at PPS through **blended learning**: combining face to face and digital learning that enhance and

The attached documents present a number of tiered options for expanding online learning. They are in priority order based on the district milestones for 10th grade on-track and high school graduation.

- Tier 1) Expanded course recovery with additional costs for highly qualified teachers and hardware for staff and students.
- Tier 2) Meeting special population needs such as teen parents and students on home instruction. Could include district approved needs for acceleration (middle level math, advanced HS courses) to maximize staff for small numbers t individual schools. Includes original credit in addition to credit recovery.
- Tier 3) Customized learning for proficiency-based credit and content recovery
- Tier 4) District-sponsored virtual school
- Tier 5) Supplemental model with full staffing to provide original courses for students who want to take more than 7 courses per year

II. CURRENT WORK RELATED TO THIS ITEM:

Professional Development:

With the support of the Director of Learning Options and technical assistant, teachers who are supervising students taking PLATO credit recovery have learned how to use the tools available in the system to track learning to support students. In November, **expert trainers from PLATO** were in Portland to meet individually with every PLATO teacher and provide one-on-one professional development. As a part of the PLATO system every teacher in PPS can have access to digital learning tools, and some teachers received specialized training on how to access those tools.

Proficiency-Based Credit Recovery:

As a part of the Voluntary Public School Choice grant, we will implement a **pilot project** second semester in four schools (Benson, Franklin, Jefferson, and Roosevelt). The pilot will create and test the Tier Three option of credit recovery based on proficiency using online resources. We will seek out staff who is willing to be pioneers in creating this new option for students. Support will be provided to teachers who want to build out their courses to online courses using the Oregon Virtual School District tool, **Moodle** (ORVSD at www.orvsd.org). The Director of H99f3

- 1) **ORVSD** (Oregon Virtual School District at www.orvsd.org) is very interested in collaborating more actively with Portland and with Hillsboro and Beaverton. The Director of Learning Options has had several collaborative meetings with ORVSD and Hillsboro to determine what might be purchased through ORVSD to benefit the most students. Currently there is a great deal of digital content available to all teachers at the ORVSD web site, and we will continue to build awareness.
- 2) As a district we are looking to adopt a quality **system of digital materials** for use beginning in Summer 2012. This work is being done in a collaborative project with IT, EdBox, Teaching and Learning, and High Schools. Hillsboro School District is working closely with PPS because of the potential for collaborative purchasing, professional development, and policy development. Learning Options has been in conversation with various vendors, and we look to purchase in the spring.
- 3) We know from national research that most students need adult support to successfully complete their online courses. By Fall of 2012, PPS must provide a **highly qualified teacher** to oversee all virtual coursework. Learning Options staff is preparing for implementation of this requirement. Five high schools are already staffing 12 online credit recovery sections with school-based FTE.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

Based on implementation of tiered options:

Winter 2012	Present budget for online learning plan
Winter 2012	Pilot online curriculum and get feedback from teachers and students
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ONLINE LEARNING HISTORY AND CURRENT STATUS

ENROLLMENT		
	2010-11	2011-12 (as of 12/19/11)
Number of online students	1554	408
Number of semester courses	2657	845
Number of successful course completions	1179 (45%)	118
Semester courses failures (approx.)	8004 (2009-10)	6837 (2010-11)

ONLINE LEARNING ASSUMPTIONS FOR BUDGET PLANNING

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	Course Credit Recovery	Emergency / Special Options	Proficiency Content / Present Time Credit Recovery	Return to District Full Time	Original Credit Supplemental
Current Status					

Potential Population Numbers 6837 failed sem. courses

BACKGROUND INFORMATION AND ASSUMPTIONS

2010-11 Plato Contract was funded:		
Title I	\$	57,291
Special Ed	\$	35,000
Grant	\$	38,509
EdOptions	\$	50,760
	\$	181,560

2011-12 PLATO Contract was funded		
EdOptions	\$	78,900
	\$	78,900

Assumptions		
Teacher Av. Salary and benefits 2013	\$	93,000

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Student Voice

At the recent iNACOL Virtual Schools Symposium (Nov. 2011) high school students who have experience learning online as well as teachers who have experience with these students shared some advice for making this type of learning even better.

1. Socialization is important

Teenagers value the ability to socialize and they don't want to lose that online. Provide opportunities for students to meet, get to know each other, work together, and connect deeply in your online classes. Teens want you to make it fun for them. While they certainly enjoy the benefits of working independently, they appreciate opportunities to work in pairs, groups, and with other class members. Help foster this by creating projects and online spaces for them to work this way.

2. Students Want to See Each Other

Students want to have a chance to get to know their classmates just as they can in a face-to-face environment. This means seeing one another so they can put a name and a personality with a face.

3. Students Want to See Their Teacher

Students want to get to know who their teacher is. Seeing them helps. They appreciate the ability to see their teacher speaking to them.

4. Students Want You to Know Them

It is important to online students that you know who they are. Provide opportunities in their work for them to include something personal. This might be pictures of them and their life or thoughts from members of their family or community. Set up times where you can engage in one-on-one chats. Reach out to your students via text to help make a personal connection using a tool they love.⁵

⁵ http://theinnovativeeducator.blogspot.com/2011/11/five_things_students_want_their.html The Innovative Educator, Lisa Nielsen. Nov. 15, 2011



RESOURCES FOR INFORMATION ABOUT ONLINE AND BLENDED LEARNING

<http://www.knewton.com/digital-education/>

State of Digital Education Infographic

Published by KNewton Infographics

http://www.inacol.org/research/docs/national_report.pdf

A National Primer on K-12 Online Learning

Written by John Watson and published by iNACOL

<http://kpk12.com/>

Keeping Pace with K-12 Online Learning (2011): A Review of Policy and Practice

Written and published by Evergreen Education Group

http://www.inacol.org/research/docs/iNACOL_Its_Not_A_Matter_of_Time_full_report.pdf

It's Not a Matter of Time: Highlights from the 2011 Competency-Based Learning Summit

Written by Chris Sturgis (MetisNet), Susan Patrick (iNACOL) , and Linda Pittenger (Council of Chief State School Officers) and published by iNACOL and CCSSO

<http://www.inacol.org/research/reports.php>

A website of a comprehensive list of reports and publications

<http://www.inacol.org/research/bookstore/detail.php?id=21>

Lessons Learned from Virtual Schools: Experiences and Recommendations from the Field

Demographics

% of AVID Seniors (N = 33)			Academics	Within Group	
Male	Female	Total		Male	Female
21.2%	39.4%	60.6%	Took SAT I Exam	35.0%	65.0%
0.0 %	9.1%	9.1%	Took SAT II Exam	0.0 %	100.0%
36.4%	63.6%	100.0%	Took ACT Exam	36.4%	63.6%

% of AVID Seniors (N = 33)			Four-Year College	Within Group	
Male	Female	Total		Male	Female
36.4%	57.6%	93.9%	Applied	38.7%	61.3%
33.3%	57.6%	90.9%	Accepted	36.7%	63.3%
24.2%	51.5%	75.8%	Planned to Attend	32.0%	68.0%

% of AVID Seniors (N = 33)			SAT / ACT	Within Group	
Male	Female	Total		Male	Female
0.0 %	0.0 %	0.0 %	Just SAT	0.0 %	0.0 %
15.2%	24.2%	39.4%	Just ACT	38.5%	61.5%
21.2%	39.4%	60.6%	Both SAT & ACT	35.0%	65.0%
0.0 %	0.0 %	0.0 %			

(N = 33)			GPA		
Average	Minimum	Maximum		Male Avg	Female Avg
3.27	2.10	4.00	Academic GPA	3.35	3.23

(N = 33)				AP/IB		
	Course Taken	Exam Taken	Course Taken		Exam Taken	
	Art	12.1 %	12.1 %	Foreign Language	18.2 %	18.2 %
	Computer Science	0.0 %	0.0 %	Math	30.3 %	33.3 %
	Economics	0.0 %	0.0 %	Science	54.5 %	51.5 %
	English	66.7 %	60.6 %	Social Science	30.3 %	27.3 %
	History/Government	33.3 %	21.2 %			

2010 2011 Summary of AP, IB, and Dual Credit Classes

Enrollment

Program	Number of Schools	Total Student Enrollment (unduplicated)	Total Course Enrollment*	Earned Credit (% of Enrollment)
Advanced Placement	11 (ACT, Benson, Franklin, Grant, Jefferson, Madison, Pauling, POWER, SEIS, Wilson, Young Women's Academy)	1,930 of 7,171 of all grades 9 12 (27%)	5,704 semester courses; 2,852 year long classes	4,897/5,704 semester classes 86%
		1,541 of 3,281 of grades 11 12 (47%)		
		1,091 of 2,838 of all grades 9 12 (38%)		
International Baccalaureate	2 (Cleveland, Lincoln)	919		

*Enrollment is based on grades 9 12; credits = percent of class enrollments where grade earned was D or better

Aligns New K-12 Accountability Model with Achievement Compacts Repla NCLB
 Oregon will apply for a federal waiver from provisions of the Elementary and Secondary Education/No Child Left Behind (NCLB) Act. The waiver relies on K-12 achievement compacts as the framework of an Oregon-designed accountability model. That new model offers an opportunity to obtain relief from the rigid Adequate Yearly Progress targets and one-size fits all sanctions that NCLB mandated while aligning achievement compacts, federal funding,

The legislation would require K-12 school districts, community colleges, Educational Service Districts, and the Oregon University System to enter into achievement compacts. These two-way compacts would:

- /40/20 goal, with two-way accountability between the state and educational institutions in setting and achieving those goals.
- Focus state investments on outcomes for students.
- Encourage local boards and educational leaders to connect their own budgets to goals and outcomes.
- Allow comparisons of outcomes among educational institutions highlighting best practices for expansion, and allowing diagnosis and intervention to overcome obstacles in others.

Status Quo	Under Achievement Compacts and NCLB Waiver
<i>Single-minded focus on high-stakes standardized tests</i>	Career- and college-ready graduation primary goal, with broader

Senate Bill 1581

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Governor John A. Kitzhaber for Oregon Education Investment Board)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Identifies positions that will be under direction and control of Chief Education Officer for matters related to design and organization of state's education system.

Requires education entities to enter into achievement compact with Oregon Education Investment Board. Describes terms that must be included in achievement compact.

Declares emergency, effective on passage.

A BILL FOR AN ACT

Relating to education; creating new provisions; amending ORS 326.300, 326.375, 351.075 and 351.725

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1 of the state's education system.

2 SECTION 5. Section 4, chapter 519, Oregon Laws 2011, is amended to read:

3 Sec. 4. (1) The Early Learning Council is established. The council shall function under the di-
4 rection and control of the Oregon Education Investment Board established by section 1 [of this 2011
5 Act], chapter 519, Oregon Laws 2011 .

6 (2) The council is established for the purpose of assisting the board in overseeing a unified
7 system of early childhood services, including the funding and administration of those services.

8 (3)(a) The council consists of nine members who are appointed by the Governor and serve at the
9 pleasure of the Governor.

10 (b) When determining who to appoint to the council, the Governor shall:

11 (A) Ensure that at least one of the members is an appointed member of the Oregon Education
12 Investment Board;

13 (B) Ensure that each congressional district of this state is represented by at least one member
14 of the council;

15 (C) For a member who is not an appointed member of the Oregon Education Investment Board,
16 ensure that the member meets the following qualifications:

17 (i) Demonstrates leadership skills in civics or the member's profession;

18 (ii) To the greatest extent practicable, contributes to the council's representation of the ge-
19 ographic, ethnic, gender, racial and economic diversity of this state; and

20 (iii) Contributes to the council's expertise, knowledge and experience in early childhood devel-
21 opment, early childhood care, early childhood education, family financial stability, populations dis-
22 proportionately burdened by poor education outcomes and outcome-based best practices; and

23 (D) Solicit recommendations from the Speaker of the House of Representatives for at least two
24 members and from the President of the Senate for at least two members.

25 (4) The activities of the council shall be directed and supervised by the Early Childhood System
26 Director[, who is]. The director shall:

27 (a) Be appointed by the Governor and [serves] serve at the pleasure of the Governor.

28 (b) Serve under the direction and control of the Chief Education Officer appointed under
29 section 2, chapter 519, Oregon Laws 2011, for matters related to the design and organization
30 of the state's education system.

31 SECTION 6. ORS 351.725 is amended to read:

32 351.725. (1) The Higher Education Council shall consist of 15 members appointed by the Governor and 15 representatives
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1 (2)(a) The Governor, acting as Superintendent of Public Instruction, shall appoint a Deputy Su-
 2 perintendent of Public Instruction. The deputy superintendent must have at least five years of ex-
 3 perience in the administration of an elementary school or a secondary school. The appointment of
 4 the deputy superintendent shall be subject to confirmation by the Senate as provided by ORS 171.562
 5 and 171.565.

6 (b) The deputy superintendent shall :

7 (A) Perform any act or duty of the office of Superintendent of Public Instruction that is desig-
 8 nated by the Governor, and the Governor is responsible for any acts of the deputy superintendent.

9 (B) Serve under the direction and control of the Chief Education Officer appointed under
 10 section 2, chapter 519, Oregon Laws 2011, for matters related to the design and organization
 11 of the state's education system.

12 (3) The deputy superintendent may be removed from office by the Governor following consulta-
 13 tion with the State Board of Education.

14 (4) The deputy superintendent shall receive a salary set by the Governor, and shall be reim-
 15 bursed for all expenses actually and necessarily incurred by the deputy superintendent in the per-
 16 formance of official duties.

17 SECTION 8. The amendments to ORS 326.300 by section 7 of this 2012 Act do not apply
 18 to any Deputy Superintendent of Public Instruction appointed by the Superintendent of
 19 Public Instruction who was holding office on August 5, 2011.

20 SECTION 9. ORS 326.375, as amended by section 3 of this 2012 Act, is amended to read:

21 326.375. (1) The State Board of Education shall appoint a Commissioner for Community College
 22 Services who shall[:]

23 [(a)] serve at the pleasure of the board.

24 [(b) Serve under the direction and control of the Chief Education Officer appointed under section
 25 2, chapter 519, Oregon Laws 2011, for matters related to the design and organization of the state's
 26 education system.]

27 (2) The commissioner shall be a person who by training and experience is well qualified to per-
 28 form the duties of the office and to assist in carrying out the functions of the board under ORS
 29 326.041, 326.051, 326.375, 341.005, 341.015, 341.440, 341.455, 341.626, 341.655 and 341.933.

30 (3) The commissioner shall:

31 (a) Be the executive head of the Department of Community Colleges and Workforce Develop-
 32 ment.

33 (b) Direct and supervise all activities of the Department of Community Colleges and Workforce
 34 Development.

35 (c) Hire staff, as authorized by the State Board of Education to assist in carrying out the duties
 36 of the commissioner. The staff shall be considered employees of the Department of Community Col-
 37 leges and Workforce Development for purposes of ORS chapters 240 and 243.

38 (d) Be responsible directly to[:]

39 [(A)] the State Board of Education for those duties enumerated in ORS chapter 341.

40 [(B) The Chief Education Officer for matters related to the design and organization of the state's
 41 education system.]

42 (4) The commissioner, with approval of the State Board of Education, shall be responsible for
 43 the representation of community college interests to the Governor, the Legislative Assembly, state
 44 agencies and others. The commissioner, with the approval of the state board, shall be responsible
 45 for submitting community college budget requests and budget reports for the Department of Com-

1 SECTION 14. (1) For the purposes of this section:

2 (a) ³Achievement compact⁰ means an agreement entered into between the Oregon Edu-
3 cation Investment Board and the governing body of an education entity as described in this
4 section.

5 (b) ³Education entity⁰ means:

6 (A) A school district, as defined in ORS 332.002;

7 (B) An education service district operated under ORS chapter 334;

8 (C) A community college district or community college service district operated under
9 ORS chapter 341;

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1 board with a report at the end of a fiscal year that describes the achievements made by the
2 education entities during the fiscal year. The achievements may be reported in numbers and
3 percentages and in relation to the outcomes, measures of progress and goals specified in the
4 achievement compact for the fiscal year.

5 SECTION 15. (1) For the purpose of entering into achievement compacts under section
6 14 of this 2012 Act and achieving the outcomes, performance measures and goals described
7 in achievement compacts, the Oregon Education Investment Board:

8 (a) May direct the State Board of Education, the State Board of Higher Education and
9 any other state agency, and the executive directors or officers executing the policies of state
10 agencies, to waive state laws or compliance reporting requirements as specified by the
11 Oregon Education Investment Board and as permitted by federal or state law.

12 (b) Shall direct the State Board of Education to waive for the 2012-2013 fiscal year com-
13 pliance reporting

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1 (A) The Early Learning Council established by section 4 [of this 2011 Act], chapter 519, Oregon
 2 Laws 2011.

3 (B) The Higher Education Coordinating Commission established by [section 1, chapter 637,
 4 Oregon Laws 2011] ORS 351.715 .

5 (b) Recommending strategic investments in order to ensure that the public education budget is
 6 integrated and is targeted to achieve the education outcomes established for the state.

7 (c) Providing an integrated, statewide, student-based data system that monitors expenditures and
 8 outcomes to determine the return on statewide education investments. The board shall provide the
 9 data system described in this paragraph by:

10 (A) Developing the data system or identifying or modifying an existing data system that ac-
 11 complishes the goals of the data system; and

12 (B) Ensuring that the data system is maintained.

13 (d) Entering into achievement compacts and administering sections 14 and 15 of this 2012
 14 Act.

15 (5) An appointed member of the board is entitled to compensation and expenses as provided in
 16 ORS 292.495.

17 (6) A majority of the members of the board constitutes a quorum for the transaction of business.

18 (7) The board shall meet at such times and places specified by the call of the chairperson or of
 19 a majority of the members of the board.

20 (8) In accordance with applicable provisions of ORS chapter 183, the board may adopt rules
 21 necessary for the administration of the laws that the board is charged with administering, including
 22 any rules necessary for the oversight of the direction and control of the Higher Education Coordi-
 23 nating Commission.

24 SECTION 18. Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519,
 25 Oregon Laws 2011, and section 17 of this 2012 Act, is amended to read:

26 Sec. 1. (1) The Oregon Education Investment Board is established for the purpose of ensuring
 27 that all public school students in this state reach the education outcomes established for the state.
 28 The board shall accomplish this goal by overseeing a unified public education system that begins
 29 with early childhood services and continues throughout public education from kindergarten to
 30 post-secondary education.

31 (2)(a) The board consists of 13 members as follows:

32 (A) The Governor, or the designee of the Governor; and

33 (B) Twelve members who are appointed by the Governor, subject to confirmation by the Senate
 34 in the manner provided in ORS 171.562 and 171.565, and who serve at the pleasure of the Governor.

35 (b) When determining who to appoint to the board, the Governor shall:

36 (A) Ensure that each congressional district of this state is represented by at least one member
 37 of the board; and

38 (B) Solicit recommendations from the Speaker of the House of Representatives for at least two
 39 members and from the President of the Senate for at least two members.

40 (3) The Governor, or the Governor's designee, shall serve as chairperson of the Oregon Educa-
 41 tion Investment Board.

42 (4) The duties of the board include:

43 (a) Ensuring that early childhood services are streamlined and connected to public education
 44 from kindergarten through grade 12 and that public education from kindergarten through grade 12
 45 is streamlined and connected to post-secondary education. To assist the board in fulfilling this duty,

1 the board shall oversee:

2 (A) The Early Learning Council established by section 4, chapter 519, Oregon Laws 2011.

3 (B) The Higher Education Coordinating Commission established by ORS 351.715.

4 (b) Recommending strategic investments in order to ensure that the public education budget is
5 integrated and is targeted to achieve the education outcomes established for the state.

6 (c) Providing an integrated, statewide, student-based data system that monitors expenditures and
7 outcomes to determine the return on statewide education investments. The board shall provide the
8 data system described in this paragraph by:

9 (A) Developing the data system or identifying or modifying an existing data system that ac-
10 complishes the goals of the data system; and

11 (B) Ensuring that the data system is maintained.

12 [(d) Entering into achievement compacts and administering sections 14 and 15 of this 2012 Act.]

13 (5) An appointed member of the board is entitled to compensation and expenses as provided in
14 ORS 292.495.

15 (6) A majority of the members of the board constitutes a quorum for the transaction of business.

16 (7) The board shall meet at such times and places specified by the call of the chairperson or of
17 a majority of the members of the board.

18 (8) In accordance with applicable provisions of ORS chapter 183, the board may adopt rules
19 necessary for the administration of the laws that the board is charged with administering, including
20 any rules necessary for the oversight of the direction and control of the Higher Education Coordi-
21 nating Commission.

22 SECTION 19. The amendments to section 1, chapter 519, Oregon Laws 2011, by section
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Draft K-12 Achievement Compact Measures – Year One

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

Draft Community College Achievement Compact Measures

Year One

Outcome	2010-11 Actual	2011-12 Projection	2012-13 Target
Completion:			
Number of students completing:			
A. Adult high school diplomas/GEDs	A - #	A - #	A - #
B. Certificates/Oregon Transfer Modules	B - #	B - #	B - #
C. Associate degrees	C - #	C - #	C - #
D. Transfer to a bachelor's degree program	D - #	D - #	D - #
E. Student success in specific sub-population	E - *	E - *	E - *
Quality:			
Percent of dually enrolled high school students who matriculate to any college or university	XX%	XX%	XX%

EDUCATION ACHIEVEMENT COMPACT

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

1. Oregon intends to develop one of the best educated citizenries in the world. The State of Oregon has established an educational policy that by 2025, 100% of Oregon students will have successfully earned an education degree, which represents achievement of a quality education. Specifically, the state will achieve the following (known as 40/40/20) for Oregonians aged 25-34 in 2025: 40 percent of adult Oregonians will have earned a least a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of educational attainment.

2. Each party acknowledges that the 40/40/20 goal is a statewide goal requiring all to succeed.

is consistent with that goal.

4. Education resources are currently not aligned with the 40/40/20 vision. To achieve the goal, it is necessary to (1) build a learning continuum, rather than a collection of disconnected institutional pillars; (2) invest in learners and build a learning continuum, rather than a collection of disconnected institutional pillars; (2) invest in learners and learning outcomes instead of head counts and grade levels; and (3) ensure that students are learning at their best pace and achieving their full potential.

5. The State will need achievement standards as a foundation for success in meeting the goals and commitments of the State and its educational entities. This Compact, together with all other such compacts, represents the State's commitment to learners, and the commitment of each educational entity to help achieve that commitment and the commitment of the educational entity to achieve the goals

specified below and to work with the State and other

quantified by the educational entity, and the State's commitment to provide funding, support and accountability

and progress within each entity and between like entities (those with similar student populations by demographic and socio-economic criteria) over time, as well as progress toward the 2025 goal.

Draft K-12 Achievement Compact Measures – Year One

Required:				
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets in reading and math in grades 3-5	A. All students	A 77.5%	A 80.0%	A 81.0%
	B. Historically underserved student groups	B 75.0%	B 74.0%	B 73.0%
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets in reading and math in grades 6-8	A. All students	A 72.7%	A 75.0%	A 78%
	B. Historically underserved student groups	B 62.3%	B 65.0%	B 70%
Percent of students on track for graduation at the end of their freshman year	A. All students	A 75%	A 84%	A 89%
	B. Historically underserved student groups	B 70%	B 73%	B 84%
High School Graduates – Students who earn a diploma or an extended or modified diploma		Year 4	Year 4	Year 4
A. All students		61%	67%	70%
B. Historically underserved student groups		Year 4	Year 4	Year 4
		Year 5	Year 5	Year 5
Percent of students ready to learn by the start of kindergarten				
A. All students				
B. Historically underserved student groups				
Percent of students successfully exiting ELL services		NA	NA	NA

Percent of students enrolled in, and percent of students earning college credit, if available, AP, or IB courses	A	38% Enrolled	40% Enrolled	43% Enrolled
	B	36% Credit 30% Enrolled 27% Credit	38% Credit 32% Enrolled 29% Credit	41% Credit 36% Enrolled 34% Credit

Percent of students meeting the college ready benchmark established by the ACT on the Explore (9 th Grade) Plan (10 th Grade) and actual ACT.	Reading	47%	49%	56%
	Math	40%	43%	51%

Data provided in the table reflects 9 th grade achievement on the Explore in 2010/11 for	A	Math	Math	Math
	B	43%	47%	53%

Percent of 9 th grade students earning at least a 3.0 cumulative grade point average or above in 9 th grade.	A	75%	83%	88%
	B	70%	74%	81%

Percent of 9 th grade students earning a 3.50 cumulative grade point average or above in 9 th grade.	A	50%	53%	55%
	B	45%	48%	51%

This is an example of 9th grade indicator we would include for SPS.

As a district, we would look at other indicators at other grade levels to possibly include. For example, we may utilize Easy-CBM at the elementary level, for middle we may include Attendance.

In addition, we would include indicators that measure the success of our economically disadvantaged students, and students from underserved minorities or Hispanic heritage.