

**BOARD OF EDUCATION**

Portland Public Schools  
**Work Session**  
**February 6, 2012**

**Windows Conference Room**

Blanchard Education Service Center  
501 North Dixon Street  
Portland, Oregon 97227

***Note:** Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All citizens must abide by the Board's Rules of Conduct for Board meetings.*

*Citizen comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Citizen comment on all other matters will be heard during the "Remaining Citizen Comment" time.*

*This meeting may be taped and televised by the media.*

**WORK SESSION AGENDA**

- |    |  |         |
|----|--|---------|
| 1. | <b><u>CITIZEN COMMENT</u></b>                                  | 5:00 pm |
| 2. | <b><u>BUDGET DISCUSSION: EDUCATIONAL OPTIONS</u></b>           | 5:20 pm |
| 3. | <b><u>BREAK</u></b>  | 6:40 pm |
| 4. | <b><u>CONTINUED BUDGET DISCUSSION: EDUCATIONAL OPTIONS</u></b> | 7:00 pm |
| 5. | <b><u>LEGISLATIVE UPDATE</u></b>                               | 8:45 pm |
| 6. | <b><u>ADJOURN</u></b>  | 9:00 pm |

The next Study Session of the Board will be held on **February 13, 2012**, at **5:00 pm** in the Windows Cafeteria Room at the Blanchard Education Service Center.

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Board of Education Policy 1.80.020-P



# PORTLAND PUBLIC SCHOOLS

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## STAFF REPORT

### RECOMMENDATION TO STUDENT ACHIEVEMENT COMMITTEE

**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*

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### **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.

Additionally, there was an intentional shift away from a large cadre of central office teachers on special assignment (TOSAs) to school-based instructional specialists. These instructional specialists provide support in core reading instruction and implementation of RtI in Academic Priority Zone schools and provide reading support in 9<sup>th</sup> grade content classes with emphasis on essential skills required for graduation.

As we prepare for the 2012-13 budget process, the priorities for our work remain primarily the same for their impact on raising student achievement with a focus on students of color, ESL students, and students with disabilities:

- Equity

- Differentiating resources to provide equitable access to core instruction for students of color
- Implementation of the Common Core State Standards K-12
- Implementation of the High School System Design components
- Maintaining financial efforts in ESL and Special Education while improving instructional services and supports to students with disabilities

Our conversations within the Student and Academic Support department have been focused on aligning our work with the Equity policy, integrating resources to more effectively meet the needs of students of color, and toward supporting the Milestone targets.

We are committed to equity and equal access for all students to rigorous curriculum and expert instruction regardless of race, socioeconomic status, gender, language and disability. We have worked diligently this year in our PreK-12 Cabinet (Student and Academic Supports departments and Regional Administrators) to build a culture in which each of us takes responsibility for the success of students with disabilities and English language learners. One example of this integrated approach occurred this year when the Teaching & Learning department purchased core curricula for students currently in self-contained behavior classrooms. Unfortunately this type of cross-departmental support for our Special Education students is a considerable change from past practice.

We have had several essential learnings from the implementation of RtI in Academic Priority Zone schools. First, we need to place higher value on strong core instruction with appropriate outcomes for students of color rather than relying on interventions, particularly replacement curricula. We also need to provide resources to support RtI in non-Title 1 schools, so we have the need to fund these supports with general fund to avoid supplanting issues.

### **Related Policies/Fiscal Impact**

The PPS Equity Policy guides our work in the Student & Academic Support Departments. Every attempt has been made to align our budget recommendations with the PPS Equity Policy and the PPS Strategic Priority framework with the goal of increasing achievement for all students while narrowing the racial achievement gap.

### **SAS General Fund Budget Information for the Board Including Options**

First, a short narrative is provided in each of the areas the SAS Department recommends as a major investment opportunity. We also include information on items that were of interest to the board in 2011 and currently such as the Striving Reader program and AVID, both of which were grant-funded and those grants have concluded. At the conclusion of this document, a chart is provided that identifies the program, the current level of funding in 2011-12 and the proposed options for 2012-13. Staff from the Student and Academic Supports department will be available during the budget work session February 6 to answer questions.

### **Equity (SAS & Schools):**

The Equity budget for 2011-12 maintained the amount budgeted for Equity in the 2010-11 budget, but activities were shifted to provide more targeted support for Special Education, ESL, and Coaching for Equity with Regional Administrators. Additionally, our activities this year reflect our desire to gradually release our dependency on Pacific Educational Group to support

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:**

During the 2011-12 school year, the entire PreK-12 Cabinet has been working together to analyze how we can appropriately decrease the number of students being identified for self-contained classrooms and improve service delivery models so that once a student is placed in a self-contained classroom there is a strategy, where appropriate, for that student to exit back to a general education setting with learning center support. This is a significant culture shift from what currently exists in PPS, but our current model does not serve students at the level of their general education peers and it is not sustainable financially.

Our proposal is to meet the Maintenance of Effort requirements for general fund dollars spent on Special Education while seeking improvements in our service delivery and additional opportunities to integrate resources to better serve students with disabilities.

The Special Education Department is recommending that we maintain current ratios in K-8 Learning Centers and seek ways to provide more flexible delivery of services to high school students with existing FTE. Adequate Learning Center support provided to students in a general education setting, when appropriate, provides students with better access to core content. Increasing the ratio for learning center teachers would have the negative impact of increasing the number of students in self-contained classrooms which is a significantly more expensive model of service.

In order to mitigate the impact of losing ARRA funding, the Special Education Department used more of the carryover funds in the IDEA grant than typical during the 2011-12 school year. In order to return to a more optimal usage of federal funding, the Special Education Department will need to reduce spending in the 2012-13 school year from current levels. The chart at the end of this document reflects the required maintenance of effort for general fund spending on Special Education, but does not reflect the total picture where additional efficiencies will need to be identified.

***Recommendation:***

- **Maintain current funding level from general fund to support current ratios and maintenance of effort**
- **Identify efficiencies from other funding sources**

**Implementation of Common Core State Standards and Response to Intervention:**

The International Reading Association (IRA) describes RtI as “first and foremost, intended to prevent problems by optimizing initial literacy and language instruction for all students.” Data from previous years provide evidence that improving the capacity of all teachers to provide strong, differentiated instruction in core curriculum reduces achievement gaps and improves achievement for all students, decreasing the need for more costly interventions and remediation.

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 K-5 rather than being available only to Academic Priority Zone schools. This requires us to fund this service from the general fund rather than Title 1 funds due to supplanting issues. In addition, our recommendation includes a provision for another critical component of an RtI model, universal screening and benchmarking, for all students in grades K-8.

***Recommendation:***

- **Maintain current funding level to support:**
  - **Reading TOSAs and strategic intervention professional development shifted from Title I to general fund**
  - **Math core program professional development grades 3-5**
  - **Math content professional development grades 6-8**

**Immersion/Dual Language:**

The centralized immersion team has continued to meet on a regular basis to identify how to best support Dual Language immersion programs going forward. Through this process, we have identified a number of areas where we need further exploration:

- What is the appropriate staffing model for dual language immersion programs and what are the costs? A recommendation is being developed by the staffing committee.
- How do we implement best practices for teaching English Language Development? As mentioned above, the ESL department is working with the Oregon Department of Education to identify a number of models that schools will be able to use for ELD instruction.
- What additional supports are needed for a dual language immersion program? Since Dual Language Immersion programs provide students with their core instruction in two languages, it is our proposal for the 2012-13 school year to include Immersion classrooms in the textbook improvements identified below and to roll up classes at each school. Additionally, we need to identify appropriate assessments for students in both native languages and targeted languages. Finally, we propose integrating resources from Title 1 and ESL currently funding instructional specialists in some of the Dual Language Immersion schools and require that the instructional specialists in those schools to be

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 in pursuing replication in additional schools, we recommend maintaining support at our current schools for next year as well as developing the immersion program at Beaumont (the new feeder for Rigler K-5).

The Option A cost identified in the chart below will maintain our current level of central support for Dual Language Immersion and Option B would provide additional central instructional specialist support to provide professional development for targeted curriculum and instructional supports.

***Options for Support:***

- **Option A: Maintain current funding level while continuing to identify and implement best practices for Dual Language Immersion**
- **Option B: Provide additional central instructional support for Dual Language Immersion programs**

**Textbooks:**

In 2012-13, there is no official State textbook adoption cycle. Whereas we have adopted core curricula over the course of several years and must continue to allocate resources for refresh of our current adoptions, in order to meet our District Milestones, two areas of need have become evident within the realm of textbooks.

First, as we need to ensure that all students have access to the core curriculum, early literacy must be prioritized. For some students, this means district pursuit of curricula in native languages, where feasible, so that English language learners may have side-by-side copies of core texts. Additionally, a complete inventory of core curricular materials must be manually completed in our schools, as we have discovered that adopted materials have not necessarily been purchased and/or used. We have begun this work in 2011-12 within our Special Education behavior self-contained classrooms and learning centers, and we have more work to do to ensure equitable access to core curricula, particularly as we move to implementation of the Common Core State Standards.

The second priority for textbook purchasing this year is in the area of strategic, culturally responsive reading supports. We have begun limited strategic and intensive supports at our Academic Priority Zone schools and recognize the need to bolster strategic supports across the district prior to expanding intensive materials due to overuse of replacement core curricula for students. By increasing student access to dual language content and strategic, culturally responsive interventions, when appropriate, we believe we will be better meeting the needs of language minority students and students of color.

Finally, we recommend that the current funding for instructional materials be maintained to

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 9<sup>th</sup> 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.

ITS is currently in the process of establishing guidelines and criteria that will clarify which documents should be translated into languages beyond English. Time and resources must be allocated to ensure that translations are accurate and culturally appropriate for the language minority parents and students PPS serves. ITS will work closely with Family Engagement and ethnic specific organizations to promote language minority students and parents' understanding and use of translated documents.

Data is being gathered and analyzed to determine previous district resources that have been utilized for interpretation and translation. It is our intent to rely on district staff as much as possible for these two services by shifting responsibilities amongst current staff. It is our goal to reduce overall costs and improve services to families.

***Recommendation:***

- **Maintain at current funding level separated from ESL Department**

**Access to College Credit:**

To achieve our high school Milestones, we recognize the importance of providing all students with access to dual credit options. Currently, we provide the following options to earn dual credit: Advanced Placement, International Baccalaureate programs, the Middle College at Jefferson High School, Senior Inquiry courses, and dual credit courses. All of these courses provide gateways for students to experience academic rigor with an added opportunity to earn college credit. Please see Attachment B for data on college credit attainment.

Given the cost of expansion of AP and IB programs which is primarily teacher training and instructional materials, we believe it is equally important to explore expansion of our partnerships with our community colleges, through 2+2 programs, and to create additional opportunities for students to gain college credit while in high school. We believe strengthening



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 significantly limit funds available for the tutoring component of the program and eliminate the training for additional teachers. The tutors are a significant part of the AVID program and this reduction in services would negatively impact the effectiveness of the program. Please see attachment C for data on the AVID program.

***Options for support:***

- **Option A: Maintain current funding level**
- **Option B: Maintain current programming without professional development or tutors**

**Pathways/Careers:**

We are continuing to shape our overall strategy to establish a systemic approach to career related learning in PPS. When fully implemented, the system will help students connect their classroom learning with real-world applications, expose them to a variety of career options, provide programming that prepares them with 21<sup>st</sup> Century skills, and support the 12<sup>th</sup> grade

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 9<sup>th</sup> and 10<sup>th</sup> 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 6-8<sup>th</sup> 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 6-8<sup>th</sup> 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

<b>PROGRAM</b>	<b>2011-12 Investment</b>	<b>2012-13 Options</b>
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

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**Carole Smith**  
**Superintendent**  
**Portland Public Schools**

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**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



## PORTLAND PUBLIC SCHOOLS

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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 **10<sup>th</sup> 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](http://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 customize the classroom experience through the use of information and communication technology. Blended learning can take a number of different forms from students taking entire courses online with certified teachers to the use of digital tools in the classroom to provide differentiated supports.

The attached documents present a number of tiered options for expanding online learning. They are in priority order based on the district milestones for 10<sup>th</sup> 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](http://www.orvsd.org) ). The Director of High Schools, Director of Learning Options, and high school administrators are collaborating on this pilot.

## IV. FISCAL IMPACT:

See attached proposed tiered plan and budget.

## V. NEXT STEPS FOR STAFF:

In addition to exploring the enhanced tiered options, staff is currently engaged in discussions around the following:

- 1) **ORVSD** (Oregon Virtual School District at [www.orvsd.org](http://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
Winter 2012	Begin pilot for proficiency credit with online tools
Winter 2012	Send out request to vendors for online learning curriculum proposals
Spring 2012	Determine what classes to teach online in Fall 2012
Spring 2012	Contract for online curriculum for 2012-13
Spring 2012	Staff online learning program and classes
Summer 2012	Use online curriculum for summer programs
Fall 2012	Enroll appropriate students in PPS full day Virtual School
Fall 2012	Selected courses use online curriculum at high schools
Fall 2012	Virtual School staff provides online instruction meeting needs of various populations.

## 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)

BUDGET			
	2010-11		2011-12
PLATO online learning curriculum	Title I	57,291	
	Special Ed	35,000	
	Grant	38,509	
	EdOptions	50,760	78,900
		<b>\$181,291</b>	<b>\$78,900</b>

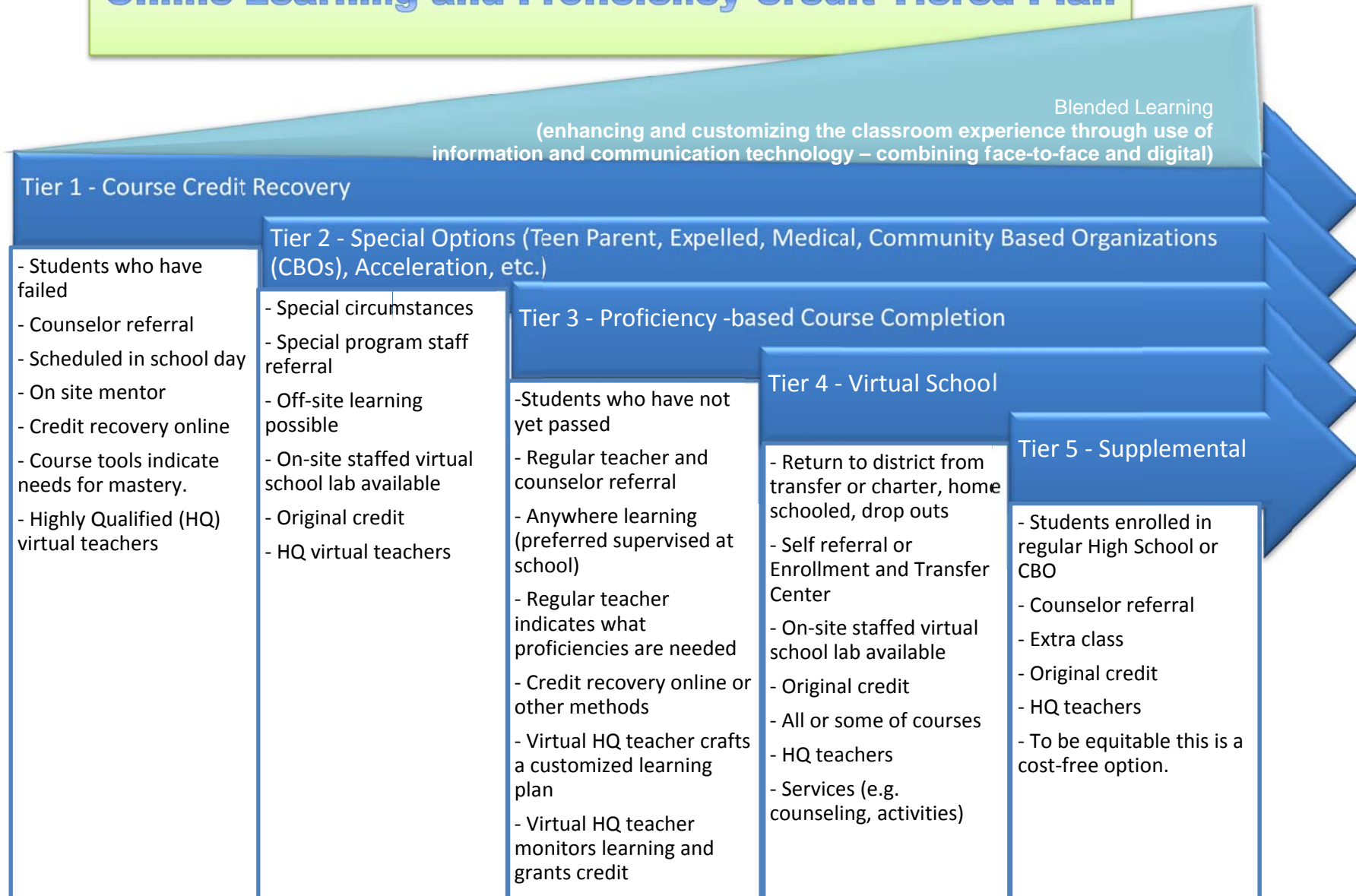
STAFFING		
	2010-11	2011-12
Administrator	1.0	1.0
Tech. Assistant	1.0	1.0
Teachers	(Unsure. This was a school based decision)	(There are 12 sections staffed by teachers from school level FTE)

COSTS FOR LEARNING OPTIONS*	2010-11	2011-12
administrator salary and benefits	\$147,371	\$144,800
tech. assistant	\$45,113	\$43,931
learning management system and curriculum	\$181,291	\$78,900
conference/ travel	\$1,772	\$1,980
hardware	\$1,865	0
supplies	\$313	350
phone	\$ 0	\$ 360
mileage	\$ 152	\$ 750
<b>Total</b>	<b>\$377,877.00</b>	<b>\$271,071.00</b>

\*Some costs included in general Ed Options budget



# Online Learning and Proficiency Credit Tiered Plan



### 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	
<b>Current Status</b>										
Potential Population Numbers	6837 failed sem. courses (2010-11)		109 expelled students 32 SpEd. home instr. DART 6 Teen Parents Acceleration		6837 failed sem. courses (2010-11)		552 drop outs 100 Reconnection Center 65 HS transferred out 100 HS in online charters 514 HS home schooled 326 MS home schooled 233 elem home schooled		2591 students are taking 6 courses or less in HS (1264 seniors, 745 juniors, 354 sophomores, 228 freshmen)	
<b>Expansion or Restructuring</b>										
Targeted number of course slots per year	900		80		1300		2660		2000	
Rationale	Less than this year because of other options and more focused target		50% of students (160) = 80 x 1/4 year x 4 courses		20 % of course failures		20% of targeted HS students x 10 sem. courses		One sem course for each junior and senior	
<b>Needed Resources</b>										
	2011-12	2012-13								
Director	1.0 FTE	1.0 FTE	1.0 FTE		1.0 FTE		1.0 FTE		1.0 FTE	
Tech Assistant	1.0 FTE	1.0 FTE	1.0 FTE		1.0 FTE		1.0 FTE		1.0 FTE	
Teacher (1 FTE = 30 students x 12 sections = 360)		2.5 FTE	1.0 FTE		3.5 FTE		7.0 FTE		5.0 FTE	
Limited Term		x	x		x		x		x	
Secretary			.5 FTE		.5 FTE		1.0 FTE		1.0 FTE	
Professional Development		x	x		x		x		x	
Curriculum Development		x	x		X		x			
Instructional Assistants @ HS		x			x				X	
Online Curriculum	x	x	x		x		x		x	
Learning Management System		x	x		x		x		x	
Office operational needs		x	x		x		x		x	
Computers			x				x			

**TIERED BUDGET FOR ONLINE AND PROFICIENCY LEARNING**

**This chart shows the cost for each Tier beyond the cost of Tier 1. Each Tier calculation is independent of the others.**

<b>COSTS FOR LEARNING OPTIONS</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 4</b>	<b>Tier 5</b>	
director salary and benefits	\$147,371	\$144,800	\$146,248					Based on current staff w/ 1% incr
Tech. assistant	\$45,113	\$43,931	\$44,370					Based on current staff w/ 1% incr
Summer contract for tech asst.			\$4,437					20 days
Secretary			\$ -	\$ 25,000	\$ 25,000	\$ 50,000	\$50,000	Estimate
learning management system and curriculum	\$181,291	\$78,900	\$ 90,000	\$ 8,000	\$ 130,000	\$ 266,000	\$200,000	\$100 per course
curriculum development and review time			\$ 2,100		\$ 2,800	\$ 4,900	\$ 3,500	2 days per teacher
teacher salary and benefits			\$ 232,500	\$ 93,000	\$ 325,500	\$ 651,000	\$ 465,000	Based on \$93,000 average
Limited term			\$ 45,000			\$ 45,000	\$ 45,000	for adjunct staff
professional development			\$ 3,500		\$ 4,900	\$ 9,800	\$ 7,000	2 days per teacher
conference/ travel	\$1,772	\$1,920	\$ 10,000					4 staff to one conference
contracted PD provider			\$ 5,000					\$1000/ day + expenses
hardware for staff			\$ 2,500	\$ 2,500	\$ 2,000	\$ 3,500	\$ 2,500	\$500 per device
hardware for students	\$1,865		\$ 2,500	\$ 10,000	\$ 10,000	\$ 20,000	\$ 20,000	\$500 per device

digital equip (printer, projector)			\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
supplies	\$313	\$360	\$ 1,000		\$ 1,000	\$ 1,000	\$ 1,000	
Phone	\$ -	\$ 360	\$ 2,160	\$ 1,440	\$ 2,520	\$ 3,960	\$ 2,160	\$30/month per staff
Membership			\$ 300					
mileage	\$ 152	\$ 260	\$ 2,160	\$ 1,440	\$ 2,520	\$ 3,960	\$ 2,160	\$30 / month / staff
<b>Total</b>	<b>\$ 377,877</b>	<b>\$ 270,531</b>	<b>\$ 593,775</b>	<b>\$ 146,380</b>	<b>\$ 511,240</b>	<b>\$ 1,064,120</b>	<b>\$ 803,320</b>	
(add Tier 1 cost)				\$ 593,775	\$ 593,775	\$ 593,775	\$ 593,775	
Total Cost for Each Tier			<b>\$ 593,775</b>	<b>\$ 740,155</b>	<b>\$ 1,105,015</b>	<b>\$ 1,657,895</b>	<b>\$ 1,397,095</b>	
<i>IT support</i>			\$ 15,000					<i>In Kind District support</i>
<i>financial support services</i>			\$ 15,000					<i>In Kind District Support</i>

Highlighted costs in Tier 1 are above current program

The above costs might be offset by potential savings, efficiencies, reallocations, or revenue. To estimate these benefits is difficult. On the following pages are assumptions that show one picture of possible benefits.

**Potentially we might find \$444,000 in cost shifts or efficiencies and over \$1.5 million in revenues.**

**BACKGROUND INFORMATION AND ASSUMPTIONS**

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

<b>2011-12 PLATO Contract was funded</b>		
EdOptions	\$	78,900
	<b>\$</b>	<b>78,900</b>

<b>Assumptions</b>		
Teacher Av. Salary and benefits 2013	\$	93,000
30:1 Student/Teacher Ratio		
Full FTE is 180 students/sem. 360/year		
Cost per student (salary / 360 students)	\$	250
Teachers have 2 additional PD days		at \$50/hr
Teachers have 5 curriculum dev. days		at \$50/hr
5 people each year to iNACOL		at \$2000

**Needed Staffing at School Sites**

In the current year (11-12) there are 12 sections of credit recovery staffed with licensed teachers at PPS HSs. In the models presented schools would not have to provide licensed staff, but would need to provide supervised labs for students to work and take tests. This could be done with classified staff. Nationally there are various kinds of staffing and compensation models used for virtual teachers and these could be explored. These models assume compensation similar to face-to-face instruction.

**POTENTIAL REVENUE GENERATION OR COST SHIFTING OR SAVINGS  
ONLINE LEARNING AND PROFICIENCY CREDIT**

*We can look to online learning to serve students who are being served in other ways now. Implementation might mean an efficiency in the way we currently fund schooling, and in some ways may provide new revenue to the district. To predict any cost saving is difficult not knowing how many students or teachers might take advantage of the strategy. Currently we cover costs for credit recovery, repeating courses, acceleration, special needs, and differentiation through many different resources. The only way to generate revenue from online learning is to bring students back to PPS who are not enrolled. The cost of a teacher is the same whether online or face to face. Curriculum and the system that gives us data is not free. Below are possible shifts and revenue and the assumptions they were built on.*

	<b>cost shift</b>	<b>revenue</b>
<p><b>Tier 1 Course Credit Recovery</b> If students stay in school, they generate ADM. It is unknown how many students stay in school or ultimately graduate because of credit recovery</p>	unknown	unknown
<p><b>Tier 2 Special Options</b> Students with special circumstances currently may receive instruction at home with a requirement of 5 hours of teacher time a week. Teachers and substitutes serve these students. How they are paid varies. We might figure that an online teacher could serve some of these students. If we figure that a teacher is being paid \$200/ week for teaching a homebound student and instead we served 20 students a week with an online teacher, we could save some of the costs of \$4000 a week or \$120,000 a year. By having a virtual teacher serve 5 K-8 schools with a total of 30 students taking Geometry, we could save .8 FTE (\$74,400) Currently funded through Special Ed. and Student Services and TAG</p>	194,400	
<p><b>Tier 3 Proficiency-based Course Completion</b> Instead of paying teachers to teach a full course students may be able to demonstrate proficiency in less time. How long it takes to demonstrate proficiency will vary so it is difficult to predict efficiencies. If 25% of course failures (2000) are made up with this option and a student completes the proficiencies in half the time, and it costs \$250 to teach a full course, then there could be a savings compared to retaking a course.</p>	250,000	
<p><b>Tier 4 Virtual School</b> If we would reenroll 20% of 1331 potential students not in our schools and get \$5700 ADM we could generate revenue to fund online learning. Students would have to enroll for 1/2 time or more.</p>		1,516,200
<p><b>Tier 5 Supplemental</b> There could be costs savings to families instead of evening schloars, private online schools, summer school</p>	unknown	none
<p><b>POTENTIAL SAVINGS or SHIFT</b></p>	<b>444,400</b>	<b>1,516,200</b>

## Background Information

### Online Learning for Portland Public School Students

### Fall 2011

#### **There Are Needs That Could be Met by Online Learning in Portland**

1. Credit and content recovery:
  - Give High School students opportunity to recover credits
  - Provide a tool to teachers who are using credit for proficiency
2. Personalization:
  - Give students choice of online or face-to-face learning
  - Provide tools for teachers and students to communicate and learn 24/7
  - Address community demand for customization of learning
3. Serve a broad base of students, not currently enrolled:
  - Provide a quality personalized education to entice students back to the Provide another option for students who have dropped out
  - Engage home schooled students and families
4. Supplement curriculum:
  - Give teachers tools to supplement their face-to-face class (blended learning)
  - Provide Tier 2 and 3 supports and differentiation
  - Provide options to advance learning
5. 21<sup>st</sup> Century Readiness:
  - Prepare for college courses
  - Teach skills for workplace learning
  - Use life skills
6. Professional Development:
  - Provide convenient/ cost effective support for teachers
  - Create collaborative tools for teachers
7. Keep up with the rest of the nation:
  - Increase number of students learning online
  - Increase number of teachers using digital media

#### **Data and Examples:**

- **Credit and content recovery:**

In 2010-11 in PPS high schools there were 6837 semester course failures in 20 courses. 41% of all students have less than 6 credits starting their 10<sup>th</sup> grade year.

The courses that PPS students fail the most are:

- Biology (808)
- Geometry (676)
- Modern World History (660)
- Algebra I (600)
- Language Arts 10 (568)
- Language Arts 9 (538)
- Foundations of Physics and Chemistry (497)

- **Personalization:**
  - Students want and learn best with lots of interaction with a teacher. (see *Innovative Educator*)<sup>1</sup>
- **Serve a broad base of students, not currently enrolled:**
  - There are 1004 students registered as home schooled in the PPS area. Even if 25% of them registered for a half time online program we could bring in \$1,433,550 more state funding.
  - Oregon Virtual Academy has 61 PPS students K-12 (12 in HS and 8 in MS)
  - Oregon Connections Academy has 75 PPS students K-12 (31 in HS and 17 in MS) At \$5700 per student that is \$775,200 of state funding going to other online schools.
- **Supplement curriculum:**
  - There are students who are not meeting state standards
    - 21% in reading/lit 32% in math 36% in science 33% in writing
  - Many PPS high school students have one or two periods a day that they are not enrolled in a class. 2591 students are taking 6 courses or less.
  - As of December 15, there are 408 students enrolled in 840 PLATO courses for credit recovery.
  - Every PPS high school or middle school cannot have every course a student wants or needs. Schools could combine students virtually and have a full class. A student at a school across the city could join a face-to-face class with online tools.
- **21<sup>st</sup> Century Readiness:**
  - About 10% of higher education students took at least one online class in 2003, and half of all postsecondary students will take at least one class online by 2014.<sup>2</sup>
- **Professional Development and Teacher Collaboration**
  - SIOP Team and elementary math team have used online PD with staff
  - WebEx is used in a variety of instances for meetings
- **Keep up with the rest of the nation:**
  - Nationally online learning in K-12 schools is growing.
    - In 2000 45,000 K-12 students took an online course, and by 2010 over 4 million were participating in some kind of formal online learning program.
    - By 2019 50% of high school courses will be online<sup>3</sup>
  - Currently about 3% of PPS high school students are enrolled in online credit recovery.

**Online learning could meet several needs of students and teachers in Portland Public Schools**

<sup>1</sup> <http://theinnovativeeducator.blogspot.com/2011/11/five-things-students-want-their.html> The Innovative Educator, Lisa Nielsen. Nov. 15, 2011

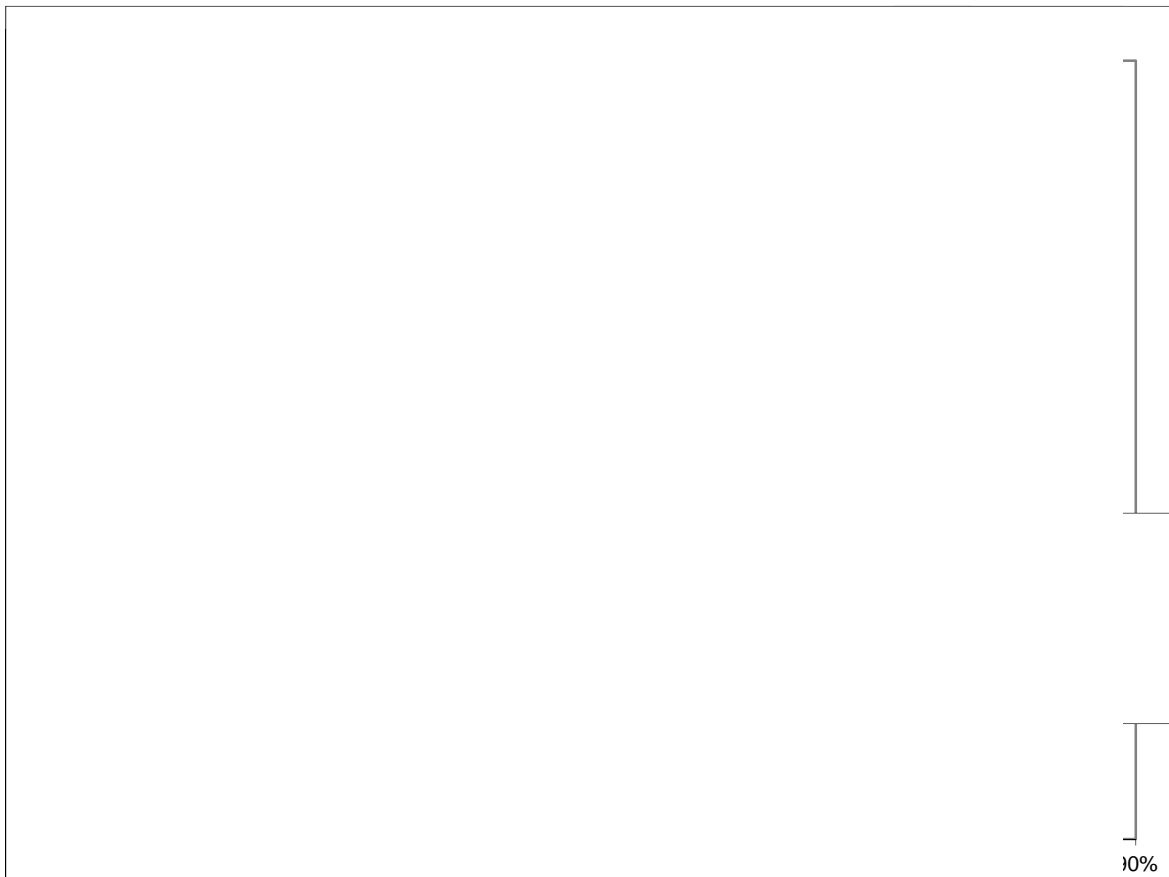
<sup>2</sup> Clayton M. Christensen, Michael B. Horn and Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*, (New York: McGraw-Hill, 2008), 91

<sup>3</sup> Clayton M. Christensen, Michael B. Horn and Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*, (New York: McGraw-Hill, 2008), 98



## What Are Students Saying Nationally?

- 38% of students who have not taken an online course **are interested in doing so**
- 63% of students identify online learning as a **must-have component** in their “ultimate school”
- Over 40% of students are currently communicating with their **teachers** electronically and over 70% of students are **communicating with friends and family** through text, email, and Instant Messaging (IM)
- Over 70% of high school **students have access** to a computer and 67% have access to a cell phone IM
- Over 70% of high school **students have access** to a computer and 67% have access to a cell phone<sup>4</sup>



**Technology is a daily part of students’ lives and should be integrated into their school lives.**

<sup>4</sup> Speak Up2009: Creating Our Future: Students Speak Up about Their Vision for 21<sup>st</sup> Century Learning. [www.tomorrow.org/speakup](http://www.tomorrow.org/speakup)

## 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.

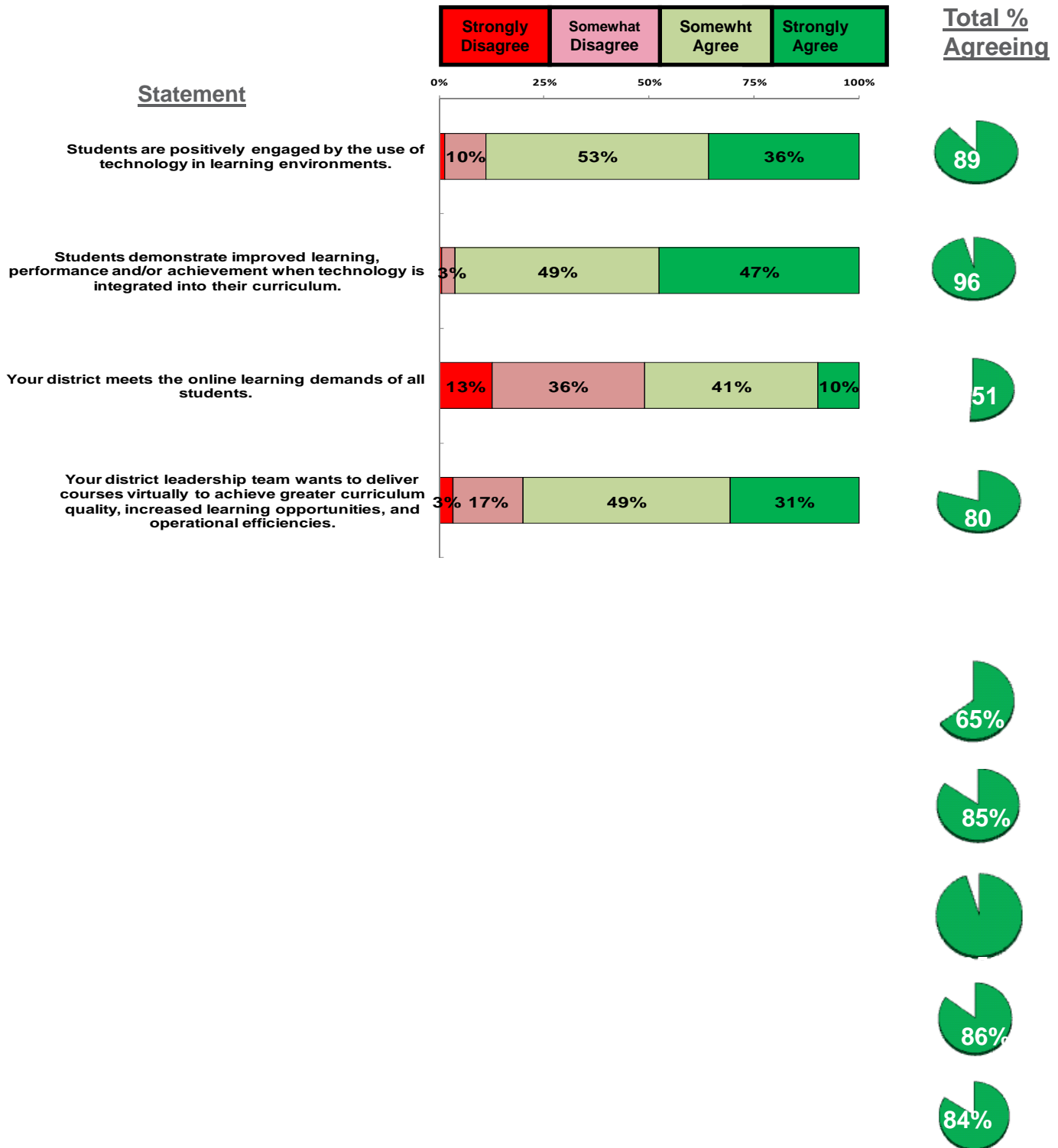
### 4. Students Want You to Know Them

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.<sup>5</sup>

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<sup>5</sup> <http://theinnovativeeducator.blogspot.com/2011/11/five-things-students-want-their.html> The Innovative

## District Administrator Perspectives <sup>6</sup>



<sup>6</sup> Blackboard Education Week Survey of Online Learning Preparedness (2010 n+1962)

## Various Online School Models

**Full time and fully online** – Students take all courses online. Teachers and students communicate electronically via online chat, online whiteboard, skype, telephone, etc.

**Full time and fully online with a face-to-face component** – Same as above, but there is an intentional and expected way for students and teachers to interact face-to-face. The school may have a common workspace or teachers and students may arrange meeting in convenient public spaces.

**Online school with part time bricks and mortar** – Students participate in online classes and take 1-3 classes at their local school. For example, a student might take core online and choir and PE at school.

**Full time public school with online course supplement** – Students are enrolled in regular district school and take an extra class for credit recovery or acceleration

**Full time public school with combination of online and face-to-face courses** – Students are enrolled in regular district school and take the number of classes considered full time some classes are online and some face-to-face (and some may be blended).

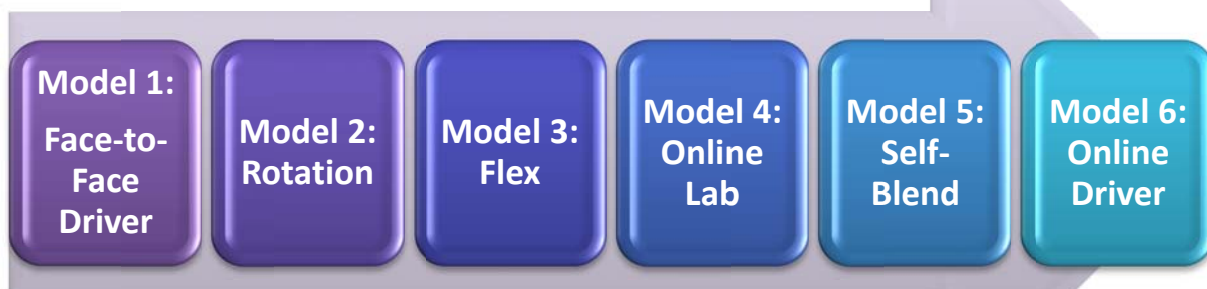
## What is Blended Learning? A definition

The integration of face-to-face and online learning to help enhance the classroom experience and extend learning through the innovative use of information and communications technology. Blended strategies enhance student engagement and learning through online activities to the course curriculum, and improve effectiveness and efficiencies by reducing lecture time.

“A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.” The Sloan Consortium defines blended courses as having between 30 percent and 79 percent of their content delivered online, with the remaining portion of the course content delivered by face-to-face instruction or other non web-based methods, such as paper textbooks.<sup>7</sup>

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<sup>7</sup> **Blending Learning: The Convergence of Online and Face-to-Face Education** Written by John Watson, Evergreen Consulting Associates PROMISING PRACTICES IN ONLINE LEARNING®  
2/2/2012 Report to Portland Public Schools Board



## Models of Blended Learning

### Model 1: Face-to-Face Driver

The programs that fit in the face-to-face-driver category all retain face-to-face teachers to deliver most of their curricula. The physical teacher deploys online learning on a case-by-case basis to supplement or remediate, often in the back of the classroom or in a technology lab.

### Model 2: Rotation

The common feature in the rotation model is that, within a given course, students rotate on a fixed schedule between learning online in a one-to-one, self-paced environment and sitting in a classroom with a traditional face-to-face teacher. It is the model most in between the traditional face-to-face classroom and online learning because it involves a split between the two and, in some cases, between remote and onsite. The face-to-face teacher usually oversees the online work.

### Model 3: Flex

Programs with a flex model feature an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive as-needed basis through in-person tutoring sessions and small group sessions. Many dropout-recovery and credit-recovery blended programs fit into this model.

### Model 4: Online Lab

The online-lab model characterizes programs that rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. Usually these programs provide online teachers. Paraprofessionals supervise, but offer little content expertise. Often students that participate in an online-lab program also take traditional courses and have typical block schedules.

### Model 5: Self-Blend

The nearly ubiquitous version of blended learning among American high school students is the self-blend model, which encompasses any time students choose to take one or more courses online to supplement their traditional school's catalog. The online learning is always remote, which distinguishes it from the online-lab model, but the traditional learning is in a brick-and-mortar school. All supplemental online schools that offer a la carte courses to individual students facilitate self-blending.

### Model 6: Online Driver

The online-driver model involves an online platform and teacher that deliver all curricula. Students work remotely for the most part. Face-to-face check-ins are sometimes optional and other times required. Some of these programs offer brick-and mortar components as well, such as extracurricular activities.<sup>8</sup>

<sup>8</sup> **The Rise of K–12 Blended Learning** *Profiles of emerging models* By Heather Staker  
2/2/2012 Report to Portland Public Schools Board

## RESOURCES FOR INFORMATION ABOUT ONLINE AND BLENDED LEARNING

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

***State of Digital Education Infographic***

Published by KNewton Infographics

[http://www.inacol.org/research/docs/national\\_report.pdf](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](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***

Edited by Richard Ferdig (Kent State) and Cathy Cavanaugh (U of Florida) and published by iNACOL

(5 schools are represented in this report )

Portland Public School District  
OREGON

### Demographics

% of AVID Seniors (N = 33)				Within Group	
Male	Female	Total		Male	Female
0.0 %	0.0 %	0.0 %	American Indian or Alaska Native	0.0 %	0.0 %
3.0%	3.0%	6.1%	Asian	50.0%	50.0%
0.0 %	24.2%	24.2%	Black or African American	0.0 %	100.0%
0.0 %	0.0 %	0.0 %	Filipino	0.0 %	0.0 %
12.1%	12.1%	24.2%	Hispanic or Latino	50.0%	50.0%
3.0%	6.1%	9.1%	Multi-Racial (2 or more)	33.3%	66.7%
0.0 %	0.0 %	0.0 %	Other	0.0 %	0.0 %
3.0%	0.0 %	3.0%	Pacific Islander	100.0%	0.0 %
15.2%	18.2%	33.3%	White (not Hispanic)	45.5%	54.5%
<b>36.4%</b>	<b>63.6%</b>		<b>Total</b>		
30.3%	42.4%	72.7%	Free or Reduced Lunch Eligible	41.7%	58.3%
6.1%	18.2%	24.2%	ELL Participants	25.0%	75.0%
9.1%	30.3%	39.4%	Parents Had Any College Experience	23.1%	76.9%

### High School Outcomes

% of AVID Seniors (N = 33)				Within Group	
Male	Female	Total		Male	Female
21.2%	54.5%	75.8%	Three or More Years of AVID	28.0%	72.0%
15.2%	30.3%	45.5%	Taking College Courses	33.3%	66.7%
0.0 %	3.0%	3.0%	Passed Exit Exam	0.0 %	100.0%
36.4%	63.6%	100.0%	Graduating From High School	36.4%	63.6%
36.4%	57.6%	93.9%	Completed Four-Year College Requirements	38.7%	61.3%
33.3%	57.6%	90.9%	Submitted the FAFSA	36.7%	63.3%
9.1%	6.1%	15.2%	Will Be Attending Community College	60.0%	40.0%
0.0 %	0.0 %	0.0 %	Will Be Taking Part in TAG or DAP Program	0.0 %	0.0 %
0.0 %	3.0%	3.0%	Will Be Attending Tech School or Military	0.0 %	100.0%
36.4%	51.5%	87.9%	Potential Tutors	41.4%	58.6%

% 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 %	Neither SAT nor ACT	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%)  1,541 of 3,281 of grades 11-12 (47%)	5,704 semester courses; 2,852 year-long classes	4,897/5,704 semester classes 86%
International Baccalaureate	2 (Cleveland, Lincoln)	1,091 of 2,838 of all grades 9-12 (38%)  919 of 1,274 of grades 11-12 (72%)	3,419 year long classes (includes students with no final grade)	91%
Dual Credit (PSU or PCC)	12 (ACT, Benson, BizTech, Cleveland, Franklin, Grant, Jefferson, Madison, Pauling, POWER, RA2, SEIS)	1,204 of 7,705 of all grades 9-12 (16%)  915 of 3,545 of grades 11-12 (26%)	2,609 semester courses; 1,305 yearlong classes	94%

\*Course enrollments include all students ever enrolled in the course even if there was no final grade.

## AP Test Results (from R&E data\*)

- Total schools with tests: 16  
(ACT, Benson, Cleveland, Franklin, Grant, Jefferson, LEP, Lincoln, Madison, MLC, Pauling, POWER, RA2, SEIS, Wilson, other Ed Options)
- Total exams: 2,265
- Total exams passed at 3 or higher: 1,148
- Percent of total exams passed: 51%
- Total students (unduplicated) taking one or more exams: 1,283
- Percent of enrolled students (unduplicated) taking exams\*\*: 66%
- Total students (unduplicated) passing one or more exams: 716
- Percent of students (unduplicated) enrolled and passing\*\*: 37%

\*Each year, PPS receives additional testing data for students who incorrectly bubbled schools. R&E integrates these results in PPS reports/data, but they are not always included in The College Board reports. College Board reporting numbers will be slightly lower.

\*\*Denominator for enrollment and passing rates is the unduplicated enrollment, grades 9-12, in AP classes (1,930).

## Ethnicity Enrollment and Credits by Program\*

Ethnicity	AP Courses		IB Courses		Dual Enrollment Courses	
	% Enrolled	% Credit	% Enrolled	% Credit	% Enrolled	% Credit
Asian / Pacific Islander	35%	86%	40%	90%	20%	95%
Black	15%	75%	23%	85%	14%	94%
Hispanic	23%	77%	29%	91%	17%	92%
Native American	19%	81%	15%	100%	14%	93%
White	30%	89%	41%	92%	15%	82%
Other	31%	78%	28%	92%	15%	95%
Grand Total	27%	86%	38%	91%	16%	94%

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



**JOHN A. KITZHABER, M.D.**  
GOVERNOR

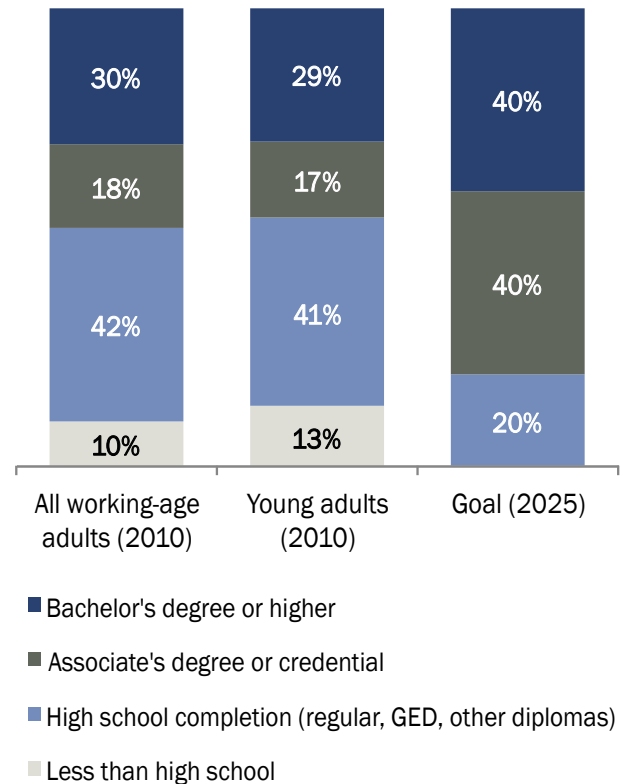
## HB 4165/Early Learning and SB 1581/Achievement Compacts

An integrated education system, from early childhood and K-12, through community college and university

### The Next Steps To Meet State Public Education Goals

- Young adults today are less educated than their parents' generation, with fewer high school diplomas, college certificates, and degrees. In Oregon, only 2/3 of high school students graduate on time, and fully 1/5 don't earn a GED or the equivalent. Ten years of No Child Left Behind have narrowed the curriculum and undermined motivation for true improvement in our schools.
- In 2011, Oregon began the process of transforming our public education system to invest taxpayer dollars in programs that meet student needs and improve student learning. We set a 40/40/20 goal for 2025: that all Oregonians would earn a high school diploma or its equivalent, 40 percent would go on to earn an associate's degree or credential, and 40 percent would earn at least a bachelor's degree.
- To achieve our goals, Oregon must build a culture of excellence and a stronger, better coordinated system of public education.
- The Governor and the Oregon Education Investment Board unanimously propose legislation to take the next steps by improving early childhood services, instituting achievement compacts as the linchpin of a new accountability system to replace NCLB, and clarifying the authority of the Chief Education Officer.

*Current Educational Attainment of Oregon Adults, Versus the 40/40/20 Goal*



Notes: Working-age adults are 25-64 years old; young adults are 25-34 years old.

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

### Supports Proposals to Streamline and Improve Early Childhood Services

The Oregon Education Investment Board unanimously endorsed legislative proposals from the Early Learning Council. The resulting legislation will:

- Streamline administration, policy, and planning of the state's early childhood services.
- Promote collaboration, competition, and local creativity based on meaningful outcomes for children.
- Preserve Head Start, and preserve early intervention/early childhood education for special needs students.
- Improve screening and assessment so that kids receive support in order to thrive in kindergarten.
- Provide incentives for child care quality and a rating system to give parents useful information when choosing care.

**Aligns New K-12 Accountability Model with Achievement Compacts – Replacing “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, and Oregon’s school and district report cards (now under review by the Legislature’s Joint Task Force on Accountable Schools).

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:

- Define key measurements and goals for student progress toward the state’s 40/40/20 goal, with two-way accountability between the state and educational institutions in setting and achieving those goals.
- 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 measures of whether students are on track
<i>Top-down mandated goal for all groups</i>	Definition of ambitious but achievable goals to challenge each school district to improve – even those now “meeting” NCLB standards
<i>Focus solely on getting students to benchmark scores</i>	Measuring individual growth of all students – whether they start with high or low achievement
<i>One-size-fits-all approach to school improvement</i>	Customized system of supports and interventions
<i>Punitive sanctions for Title I schools not making “adequate yearly progress”</i>	Identification of higher and lower performing schools and focus on continuous improvement for all schools
<i>Confusing and contradicting ratings systems at federal, state levels</i>	Consistent reporting of student achievement measures – useful to students, parents, educators and taxpayers – across federal reports, achievement compacts, state report cards

**Clarifies leadership and authority to develop integrated public education system**

The 2011 Legislature created the position of Chief Education Officer. Proposed legislation would now clarify the officer’s authority in leading the development of an integrated state public education system. For that purpose, the Chief Education Officer would direct the lead state executives in these areas: early childhood, K-12 schools, community colleges, the Oregon University System, higher education student access and coordination.

For more information, visit [www.education.oregon.gov](http://www.education.oregon.gov).

On the Oregon Education Investment Board, email [educationinvestment@state.or.us](mailto:educationinvestment@state.or.us) or call 503-378-0206.

On the Early Learning Council, email [duke.shepard@state.or.us](mailto:duke.shepard@state.or.us) or call 503-378-5540.

# 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

1  
2 Relating to education; creating new provisions; amending ORS 326.300, 326.375, 351.075 and 351.725  
3 and sections 1, 2 and 4, chapter 519, Oregon Laws 2011; and declaring an emergency.

4 **Be It Enacted by the People of the State of Oregon:**

5 **SECTION 1.** Section 2, chapter 519, Oregon Laws 2011, is amended to read:

6 **Sec. 2.** (1) The Oregon Education Investment Board established by section 1 [*of this 2011 Act*],  
7 **chapter 519, Oregon Laws 2011**, shall appoint a Chief Education Officer who shall serve at the  
8 pleasure of the board.

9 (2) The Chief Education Officer shall be a person who, by training and experience, is well  
10 qualified to:

11 (a) Perform the duties of the office, as determined by the board; and

12 (b) Assist in carrying out the functions of the board, as described in section 1 [*of this 2011*  
13 *Act*], **chapter 519, Oregon Laws 2011**.

14 **(3)(a) For the purpose of furthering the mission of the Oregon Education Investment**  
15 **Board to oversee a unified public education system, the Chief Education Officer shall have**  
16 **direction and control over the positions identified in paragraph (b) of this subsection for**  
17 **matters related to the design and organization of the state's education system, including**  
18 **early childhood services provided by the state.**

19 **(b) The positions over which the Chief Education Officer shall have direction and control**  
20 **are:**

21 **(A) The Commissioner for Community College Services.**

22 **(B) The Chancellor of the Oregon University System.**

23 **(C) The executive director of the Oregon Student Access Commission.**

24 **(D) The Early Childhood System Director.**

25 **(E) The executive director of the Higher Education Coordinating Commission.**

26 **(F) The Deputy Superintendent of Public Instruction.**

27 **(c) The authority of the Chief Education Officer granted under paragraph (a) of this**  
28 **subsection does not include the authority to appoint or remove a person from a position**

**NOTE:** Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in **boldfaced** type.

1 identified in paragraph (b) of this subsection.

2 (d) If a person in a position identified in paragraph (b) of this subsection is appointed by  
3 an entity other than the Governor, the Governor shall resolve any dispute between the Chief  
4 Education Officer and the appointing authority of the person. The Governor's decision is  
5 final.

6 **SECTION 2.** The amendments to section 2, chapter 519, Oregon Laws 2011, by section 1  
7 of this 2012 Act do not apply to any Deputy Superintendent of Public Instruction appointed  
8 by the Superintendent of Public Instruction who was holding office on August 5, 2011.

9 **SECTION 3.** ORS 326.375 is amended to read:

10 326.375. (1) The State Board of Education shall appoint a Commissioner for Community College  
11 Services who shall:

12 (a) Serve at the pleasure of the board.

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

16 (2) The commissioner shall be a person who by training and experience is well qualified to per-  
17 form the duties of the office and to assist in carrying out the functions of the board under ORS  
18 326.041, 326.051, 326.375, 341.005, 341.015, 341.440, 341.455, 341.626, 341.655 and 341.933.

19 (3) The commissioner shall:

20 (a) Be the executive head of the Department of Community Colleges and Workforce  
21 Development[;].

22 (b) Direct and supervise all activities of the Department of Community Colleges and Workforce  
23 Development[;].

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

27 (d) Be responsible directly to:

28 (A) The State Board of Education for those duties enumerated in ORS chapter 341.

29 (B) **The Chief Education Officer for matters related to the design and organization of the**  
30 **state's education system.**

31 (4) The commissioner, with approval of the State Board of Education, shall be responsible for  
32 the representation of community college interests to the Governor, the Legislative Assembly, state  
33 agencies and others. The commissioner, with the approval of the state board, shall be responsible  
34 for submitting community college budget requests and budget reports for the Department of Com-  
35 munity Colleges and Workforce Development to the Legislative Assembly. The state board shall  
36 [*insure*] **ensure** that the budget request for community colleges and for the Department of Commu-  
37 nity Colleges and Workforce Development are separate and distinct from its other requests to the  
38 Legislative Assembly.

39 **SECTION 4.** ORS 351.075 is amended to read:

40 351.075. (1) The State Board of Higher Education shall appoint a chief executive officer who  
41 shall be known as the Chancellor of the Oregon University System [*and who*].

42 (2) **The chancellor** shall:

43 (a) Serve at the pleasure of the board.

44 (b) **Serve under the direction and control of the Chief Education Officer appointed under**  
45 **section 2, chapter 519, Oregon Laws 2011, for matters related to the design and organization**

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 Coordinating Commission shall appoint an executive [*officer*]  
33 **director to:**

34 (a) Serve at the pleasure of the commission.

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

38 (2) The appointment of the executive [*officer*] **director** must be by written order, filed with the  
39 Secretary of State.

40 (3) Subject to any applicable provisions of ORS chapter 240, the executive [*officer*] **director** shall  
41 appoint all subordinate officers and employees of the commission, prescribe their duties and fix their  
42 compensation.

43 **SECTION 7.** ORS 326.300 is amended to read:

44 326.300. (1) As provided by section 1, Article VIII of the Oregon Constitution, the Governor is  
45 the Superintendent of Public Instruction.

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 munity Colleges and Workforce Development to the Legislative Assembly. The state board shall  
 2 ensure that the budget request for community colleges and for the Department of Community Col-  
 3 leges and Workforce Development are separate and distinct from its other requests to the Legisla-  
 4 tive Assembly.

5 **SECTION 10.** ORS 351.075, as amended by section 4 of this 2012 Act, is amended to read:

6 351.075. (1) The State Board of Higher Education shall appoint a chief executive officer who  
 7 shall be known as the Chancellor of the Oregon University System.

8 (2) The chancellor shall[:]

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

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

13 **SECTION 11.** ORS 351.725, as amended by section 6 of this 2012 Act, is amended to read:

14 351.725. (1) The Higher Education Coordinating Commission shall appoint an executive director  
 15 to[:]

16 [(a)] serve at the pleasure of the commission.

17 [(b) *Serve under the direction and control of the Chief Education Officer appointed under section*  
 18 *2, chapter 519, Oregon Laws 2011, for matters related to the design and organization of the state's*  
 19 *education system.*]

20 (2) The appointment of the executive director must be by written order, filed with the Secretary  
 21 of State.

22 (3) Subject to any applicable provisions of ORS chapter 240, the executive director shall appoint  
 23 all subordinate officers and employees of the commission, prescribe their duties and fix their com-  
 24 pensation.

25 **SECTION 12.** ORS 326.300, as amended by section 7 of this 2012 Act, is amended to read:

26 326.300. (1) As provided by section 1, Article VIII of the Oregon Constitution, the Governor is  
 27 the Superintendent of Public Instruction.

28 (2)(a) The Governor, acting as Superintendent of Public Instruction, shall appoint a Deputy Su-  
 29 perintendent of Public Instruction. The deputy superintendent must have at least five years of ex-  
 30 perience in the administration of an elementary school or a secondary school. The appointment of  
 31 the deputy superintendent shall be subject to confirmation by the Senate as provided by ORS 171.562  
 32 and 171.565.

33 (b) The deputy superintendent shall[:]

34 [(A)] perform any act or duty of the office of Superintendent of Public Instruction that is des-  
 35 ignated by the Governor, and the Governor is responsible for any acts of the deputy superintendent.

36 [(B) *Serve under the direction and control of the Chief Education Officer appointed under section*  
 37 *2, chapter 519, Oregon Laws 2011, for matters related to the design and organization of the state's*  
 38 *education system.*]

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

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

44 **SECTION 13.** The amendments to ORS 326.300, 326.375, 351.075 and 351.725 by sections 9  
 45 to 12 of this 2012 Act become operative on March 15, 2016.



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

2       (a) “Achievement compact” 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) “Education entity” 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;

10       (D) The Oregon University System established by ORS 351.011; or

11       (E) The health professions and graduate science programs of the Oregon Health and  
12 Science University operated under ORS chapter 353.

13       (2)(a) Prior to the beginning of each fiscal year, each education entity must enter into  
14 an achievement compact with the Oregon Education Investment Board for the fiscal year.

15       (b) Education entities identified in subsection (1)(b)(A) to (C) of this section shall enter  
16 into achievement compacts as part of the budgeting process under ORS 294.305 to 294.565 and  
17 shall submit achievement compacts to the board prior to July 1 of each year.

18       (c) The board shall specify a process for adoption and a timeline for submission of  
19 achievement compacts for education entities identified in subsection (1)(b)(D) and (E) of this  
20 section.

21       (3) The board shall establish the terms for achievement compacts, which may include:

22       (a) A description of goals for performance outcomes that are consistent with the educa-  
23 tional goals identified in ORS 329.015, the findings described in ORS 351.003 and the mission  
24 of education provided in ORS 351.009

25       (b) A description of the outcomes and measures of progress that will allow each educa-  
26 tion entity to quantify:

27       (A) Completion rates for critical stages of learning and programs of study and for the  
28 attainment of diplomas, certificates and degrees by the students of the education entity;

29       (B) Validations of the quality of knowledge and skills acquired by students of the educa-  
30 tion entity; and

31       (C) The relevance of the knowledge and skills acquired by the students of the education  
32 entity and the means by which those skills and knowledge will contribute to the workforce,  
33 the economy and society as described in state policy.

34       (c) Other information suggested by an education entity and approved by the board.

35       (4) Each education entity shall identify a target number and percentage of students for  
36 achievement of the outcomes, measures of progress and goals specified in the achievement  
37 compact for the fiscal year.

38       (5) As part of the process of entering into an achievement compact, an education entity  
39 shall ensure that open communications are provided to parents, students, teachers or fac-  
40 ulty, employees, exclusive bargaining representatives and community representatives for the  
41 purposes of explaining and discussing the target outcomes, measures of progress and goals  
42 specified in the achievement compact for the fiscal year.

43       (6) The board shall specify the format of the achievement compacts and provide model  
44 achievement compacts to each education entity.

45       (7) The board may adopt a timeline and method for education entities to provide the

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 requirements that are adopted by the State Board of Education pursuant  
 14 to rules adopted under ORS 327.103 and that are related to standards that school districts  
 15 are required to meet.

16 (2) If the Oregon Education Investment Board directs that a state law or a compliance  
 17 reporting requirement be waived as provided by subsection (1) of this section, the state  
 18 agency and any executive directors or officers executing the policies of the state agency may  
 19 not find an education entity, as defined in section 14 of this 2012 Act, deficient or nonstand-  
 20 ard or otherwise penalize the education entity for failure to comply with the waived state law  
 21 or compliance reporting requirement.

22 **SECTION 16.** Sections 14 and 15 this 2012 Act are repealed on July 1, 2015.

23 **SECTION 17.** Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519,  
 24 Oregon Laws 2011, is amended to read:

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

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

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

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

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

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

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

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

41 (4) The duties of the board include:

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

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**  
23 **18 of this 2012 Act become operative on July 1, 2015.**

24 **SECTION 20. This 2012 Act being necessary for the immediate preservation of the public**  
25 **peace, health and safety, an emergency is declared to exist, and this 2012 Act takes effect**  
26 **on its passage.**

27

## EDUCATION ACHIEVEMENT COMPACT

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

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

## Draft K-12 Achievement Compact Measures – Year One

Outcome	2010-11 Actual	2011-12 Projection	2012-13 Target
<b>Required:</b>			
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets in reading and math in grades 3-5 <b>A.</b> All students <b>B.</b> Historically underserved student groups*	<b>A</b> XX% Proficient XX% Growth <b>B</b> XX% Proficient XX% Growth	<b>A</b> XX% Proficient XX% Growth <b>B</b> XX% Proficient XX% Growth	<b>A</b> XX% Proficient XX% Growth <b>B</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 <b>A.</b> All students <b>B.</b> Historically underserved student groups	<b>A</b> XX% Proficient XX% Growth <b>B</b> XX% Proficient XX% Growth	<b>A</b> XX% Proficient XX% Growth <b>B</b> XX% Proficient XX% Growth	<b>A</b> XX% Proficient XX% Growth <b>B</b> XX% Proficient XX% Growth
Percent of students on track for graduation at the end of their freshman year. <b>A.</b> All students <b>B.</b> Historically underserved student groups	<b>A</b> XX% <b>B</b> XX%	<b>A</b> XX% <b>B</b> XX%	<b>A</b> XX% <b>B</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. <b>A.</b> All students <b>B.</b> Historically underserved student groups	<b>A</b> <b>Year 4</b> Students/XX% <b>Year 5</b> Students/XX%  <b>B</b> <b>Year 4</b> Students/XX% <b>Year 5</b> Students/XX%	<b>A</b> <b>Year 4</b> Students/XX% <b>Year 5</b> Students/XX%  <b>B</b> <b>Year 4</b> Students/XX% <b>Year 5</b> Students/XX%	<b>A</b> <b>Year 4</b> Students/XX% <b>Year 5</b> Students/XX%  <b>B</b> <b>Year 4</b> Students/XX% <b>Year 5</b> Students/XX%
<b>District Selected Year One Optional Targets:</b>			
Percent of students ready to learn by the start of Kindergarten <b>A.</b> All students <b>B.</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 <b>A.</b> All students <b>B.</b> Historically underserved student groups	A XX% Enrolled XX% Credit <b>B</b> XX% Enrolled XX% Credit	A XX% Enrolled XX% Credit <b>B</b> XX% Enrolled XX% Credit	A XX% Enrolled XX% Credit <b>B</b> XX% Enrolled XX% Credit
Other: Include measure description			

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

# Draft Community College Achievement Compact Measures

## Year One

Outcome	2010-11 Actual	2011-12 Projection	2012-13 Target
<b>Completion:</b>			
Number of students completing:			
<ul style="list-style-type: none"> <li>A. Adult high school diplomas/GEDs</li> <li>B. Certificates/Oregon Transfer Modules</li> <li>C. Associate degrees</li> <li>D. Transfer to a bachelor's degree program</li> <li>E. Student success in specific sub-population</li> </ul>	<ul style="list-style-type: none"> <li>A - #</li> <li>B - #</li> <li>C - #</li> <li>D - #</li> <li>E - *</li> </ul>	<ul style="list-style-type: none"> <li>A - #</li> <li>B - #</li> <li>C - #</li> <li>D - #</li> <li>E - *</li> </ul>	<ul style="list-style-type: none"> <li>A - #</li> <li>B - #</li> <li>C - #</li> <li>D - #</li> <li>E - *</li> </ul>
<b>Quality:</b>			
Percent of dually enrolled high school students who matriculate to any college or university	XX%	XX%	XX%
Percent of GED completers who continue on to credit work	XX%	XX%	XX%
Percent of students that persist term to term and year to year	XX%	XX%	XX%
Percent of CTE students passing national licensure tests	XX%	XX%	XX%
Percent of CTE students employed 12 months after graduation	XX%	XX%	XX%
Percentage of transfer students whose OUS GPA is at or above the average of native OUS students	XX%	XX%	XX%
<b>Connections:</b>			
Number of dual enrolled high school students	# Students	# Students	# Students
Number of dual enrolled OUS students	# Students	# Students	# Students
Percent of local high school spring graduates enrolled in post-secondary education within one year following high school graduation (Should be measured in K-12, CC, and OUS)	XX%	XX%	XX%
Percent of local high school graduates who graduate with some college credit	XX%	XX%	XX%
Percent of satisfied employers (collected from employer satisfaction survey)	*	*	*
Extent to which CTE programs meet local industry needs by industry cluster	*	*	*
Other: Include measure description	XX%	XX%	XX%

\*Quantitative and qualitative detail of measures work in progress.

## Draft OUS Achievement Compact Measures

### Year One

Outcome	2010-11 Actual	2011-12 Projection	2012-13 Target
<b>Completion:</b>			
Number of Oregon students awarded degrees by the Oregon University System			
<ul style="list-style-type: none"> <li><b>A.</b> Oregonians awarded bachelor's degrees</li> <li><b>B.</b> Oregonians from underrepresented minorities awarded bachelor's degrees</li> <li><b>C.</b> Oregonians from rural communities awarded bachelor's degrees</li> <li><b>D.</b> Community college transfer students awarded bachelor's degrees</li> <li><b>E.</b> Oregonians awarded advanced degrees</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> # BA/BS</li> <li><b>B</b> # BA/BS</li> <li><b>C</b> # BA/BS</li> <li><b>D</b> # BA/BS</li> <li><b>E</b> # BA/BS</li> <li><b>E</b> # Masters/ PhD/Prof.</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> # BA/BS</li> <li><b>B</b> # BA/BS</li> <li><b>C</b> # BA/BS</li> <li><b>D</b> # BA/BS</li> <li><b>E</b> # BA/BS</li> <li><b>E</b> # Masters/ PhD/Prof.</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> # BA/BS</li> <li><b>B</b> # BA/BS</li> <li><b>C</b> # BA/BS</li> <li><b>D</b> # BA/BS</li> <li><b>E</b> # BA/BS</li> <li><b>E</b> # Masters/ PhD/Prof.</li> </ul>
<b>Quality:</b>			
Percent of graduates unemployed in Oregon compared with the percent of workforce unemployed in Oregon			
<ul style="list-style-type: none"> <li><b>A.</b> Science, technology, engineering &amp; math professions</li> <li><b>B.</b> Health professions</li> <li><b>C.</b> Science, technology, engineering &amp; math education</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> XX%</li> <li><b>B</b> XX%</li> <li><b>C</b> XX%</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> XX%</li> <li><b>B</b> XX%</li> <li><b>C</b> XX%</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> XX%</li> <li><b>B</b> XX%</li> <li><b>C</b> XX%</li> </ul>
Employer satisfaction	*	*	*
Alumni satisfaction on value of degree	*	*	*
<b>Connections:</b>			
Number of students awarded degrees in targeted workforce areas to meet state needs	# Students	# Students	# Students
Number of students completing internships or service learning or engaged in community based learning	# Students	# Students	# Students
Research	**	**	**
Other: Include measure description			

\*Quantitative and qualitative detail of measures work in progress.

\*\*Consolidated campus achievements annual grants/contracts/awards,



## 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 ("education entity"), for school year 2012-13.

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

## Draft K-12 Achievement Compact Measures – Year One

Outcome	2010-11 Actual	2011-12 Projection	2012-13 Target
<b>Required:</b>			
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 77.5%	A 82.0 %	A 84.0%
	B 69.5%	B 75.0%	B 79.0%
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets in reading and math in grades 6-8 A. All students B. Historically underserved student groups	A 72.7%	A 75.0%	A 78%
	B 62.3%	B 66.0%	B 70%
Percent of students on track for graduation at the end of their freshman year. A. All students B. Historically underserved student groups	A 75%	A 84%	A 88%
	B 70%	B 78%	B 84%
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 60.2%	A Year 4 65.0%	A Year 4 70.0%
	Year 5 61%	Year 5 67.0%	Year 5 72.0%
	B Year 4 49%	B Year 4 56.0%	B Year 4 64.0%
	Year 5 51%	Year 5 58.0%	Year 5 66.0%
<b>District Selected Year One Optional Targets:</b>			
Percent of students ready to learn by the start of Kindergarten A. All students B. Historically underserved student groups	NA	NA	NA
Percent of students successfully exiting ELL services.	NA	NA	NA

<p>Percent of students enrolled in, and percent of students earning college credit, in advanced, AP, or IB courses</p> <p>A. All students B. Historically underserved student groups</p>	<p>A 38% Enrolled 36% Credit B 30% Enrolled 27% Credit</p>	<p>A 40% Enrolled 38% Credit B 32% Enrolled 29% Credit</p>	<p>A 43% Enrolled 41% Credit B 36% Enrolled 34% Credit</p>
<p>Percent of students meeting the college ready benchmark established by the ACT on the Explore (9<sup>th</sup> Grade), Plan (10<sup>th</sup> Grade) and actual ACT.</p> <p>Data provided in the cells reflects 9<sup>th</sup> grade achievement on the Explore in 2010/11 for</p> <p>A. All students B. Historically underserved student groups</p> <p><i>This is an example of 9<sup>th</sup> grade indicator we would include for SPS.</i></p>	<p>Reading A 47% B 40% Math A 31% B 25%</p>	<p>Reading A 49% B 43% Math A 32% B 27%</p>	<p>Reading A 56% B 51% Math A 40% B 35%</p>
<p>Percent of 9<sup>th</sup> grade students earning at least 6 credits</p> <p>A. All students B. Historically underserved student groups</p> <p><i>This is an example of 9<sup>th</sup> grade indicator we would include for SPS.</i></p>	<p>A 75% B 70%</p>	<p>A 83% B 74%</p>	<p>A 86% B 84%</p>
<p>Percent of 9<sup>th</sup> grade students earning a 2.50 cumulative grade point average or above in 9<sup>th</sup> grade.</p> <p><i>This is an example of 9<sup>th</sup> grade indicator we would include for SPS.</i></p>	<p>A 50% B 46%</p>	<p>A 53% B 49%</p>	<p>A 55% B 51%</p>
<p>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, we may include Attendance-Office Discipline Referrals at all levels,</p>			

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