Oregon Education Investment Board – Glossary of Terms

40-40-20 – Senate Bill 253, passed by the 2011 Oregon legislature, determines that the mission of Oregon education is to ensure that, by 2025, at least 40 percent of adult Oregonians have a bachelor's degree or higher, at least 40 percent of adult Oregonians have an associate's degree or post-secondary credential, and the remaining 20 percent of adult Oregonians have earned a high school diploma or its equivalent.

Achievement Compact – An agreement between the OEIB and educational entities. In compacts, the OEIB will articulate the outcomes educational entities are expected to address, and educational entities will communicate to the OEIB targets they intend to reach under all outcome indicators. Authorizing legislation for achievement compacts is proposed for consideration by the 2012 Oregon Legislature for use beginning in the 2012-2013 school year.

Achievement Gap – Refers to the disparity on a number of educational measures between the performance of groups of students, particularly groups defined by gender, race/ethnicity, and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point averages, high school graduation rates, and college enrollment and completion rates.

Chief Education Officer (CEdO) – A position established under Senate Bill 909 by the 2011 Oregon Legislature. The CEdO will serve as the OEIB's chief executive officer, and will direct the organization of Oregon's coordinated public education system under the direction of the OEIB.

Early Intervention/Early Childhood Special Education (EI/ECSE) – EI/ECSE offers special services and supports to families with children diagnosed with developmental disabilities or experiencing developmental delays. EI offers services and supports to eligible children birth to age 3 years and their families, with services delivered through a parent coaching model in each family's home or other care-giving setting. ECSE offers special education services to eligible children starting at age 3 and continuing until they enter kindergarten, with services provided at community preschools, childcare facilities or ECSE center sites.

Early Learning Council – Established under Senate Bill 909 by the 2011 Oregon Legislature. Created to assist the OEIB in overseeing a coordinated system of early childhood services.

Economically Disadvantaged Students – Students who meet the income eligibility guidelines for free or reduced meals under the National School Lunch Program.

Education Service District (ESD) – Districts that provide regional educational services to component school districts. Oregon has 19 ESDs that assist school districts in meeting state and federal law, improving student learning, enhancing instruction, providing professional

development to district employees, enabling districts and their students to have equitable access to resources, and maximizing school district operational and fiscal efficiencies.

Educational Entities – As used in this report and in reference to the first iteration of Achievement Compacts, educational entities are Oregon's 197 K-12 public school districts, 19 Education Service Districts, 17 community college districts, the Oregon University System, and the Oregon Health & Science University (For its health professions and graduate science programs.)

Elementary and Secondary Education Act (ESEA) – Federal law first enacted in 1965 to help fund primary and secondary education. ESEA aimed to improve access to education for economically disadvantaged communities and established standards and accountability requirements for districts that receive ESEA funds. The current reauthorization of ESEA is the No Child Left Behind Act (NCLB) of 2001.

General Educational Development (GED) – A group of five subject tests which, when passed, certify that the taker has high school level academic skills.

High School Diploma – The Oregon Department of Education gives high school students options to demonstrate completion of secondary education:

- **Oregon Diploma** – This diploma is available to all students who demonstrate the ability to meet the full set of academic content standards, which include completing 24 credits in prescribed courses, demonstrating proficiency in essential skills, and developing personal education plans and profiles. These standards were adopted by the State Board of Education in 2007 and phase in from 2012 to 2014.
- **Modified Diplomas and Extended Diplomas** – These diplomas are available to students unable to meet the full set of academic content standards even with reasonable modifications and accommodations. Inability to meet standards stems from a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student, or of a medical condition that creates a barrier to achievement.

Higher Education Coordinating Commission – Established under Senate Bill 242 by the 2011 Oregon Legislature. Beginning in July 2012, the Commission is charged with developing goals and associated accountability measures for Oregon's post-secondary education system, including community colleges, public universities, and the Oregon Student Access Commission, and a strategic plan to achieve the goals.

Individualized Education – Providing education services tailored to the needs and interests of individual students. Also known as Learner-Centered Education. Sometimes associated with Proficiency-Based Teaching and Learning.

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Learning Stages – Key stages in learner development. Sometimes referred to as momentum points or leverage points. In Achievement Compacts, educational entities will address outcomes related to each of these significant junctures in learner development. The learning stages outlined in this report are:

- Ready for School – Do learners enter the K-12 school system with the skills and dispositions to succeed?
- Ready to Apply Reading and Math Skills – Do learners have a sufficient grasp of basic literacy and numeracy skills so they can use these skills to extend their knowledge?
- Ready to Think Strategically – Are learners prepared to habitually make conscious choices about how to solve problems and establish plans to obtain specific goals?
- Ready for College and Career Training – Do learners have the knowledge and skills needed to succeed in college and/or career training without remediation services?
- Ready to Contribute in Career and Community – Will the educations achieved by Oregon learners empower them to be contributing members of Oregon's workforce and communities?

Longitudinal Data System – Senate Bill 909 directs the OEIB to develop a statewide, integrated data system to track student growth and achievement, and to measure growth and achievement against education expenditures. The system will be designed to determine the return on statewide education investments.

No Child Left Behind Act of 2001 (NCLB) – Federal law that reauthorized the ESEA. NCLB requires states to assess basic learning skills in all students in certain grades as a condition for receipt of federal funding for schools. Billed as standards-based education reform, NCLB states that all U.S. public school students will meet state-adopted academic standards by 2014, and that schools that do not make "Adequate Yearly Progress" toward achieving that goal must make prescribed changes in service delivery, including offering expanded options for students and parents in low-performing schools. The rigor of each state's standards is gauged through the NAEP exam taken by a cross-section of students each year.

National Assessment of Educational Progress (NAEP) – The largest nationally representative assessment of American students' knowledge in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. NAEP assessments are administered uniformly using the same sets of test booklets across the nation. NAEP results serve as a common metric for all states and selected urban districts and provide a measure of student academic progress over time.

Oregon Assessment of Knowledge and Skills (OAKS) – Oregon's statewide assessment system that assesses primary and secondary students' mastery of skills and knowledge according to set academic content standards. The OAKS Online system tests students in mathematics, reading/literature, science, and social sciences. Summary test score data is used

to document school and district progress in closing achievement to comply with ESEA. It is reported in school and district report cards.

Oregon Education Investment Board (OEIB) – Established under Senate Bill 909 by the 2011 Oregon Legislature. The Board is charged with overseeing a coordinated public education system that coordinates learning across early childhood services, K-12 public education, and post-secondary education.

Pre-K to College and Career – The "education continuum." The OEIB is charged with overseeing a coordinated public education system from early childhood services (Sometimes known as Pre-K, or pre-kindergarten) through post-secondary education (Otherwise known as college and career). Sometimes referred to as **P-20**, as in pre-kindergarten through graduate school, a potential 20th year of formal education.

Proficiency-Based Teaching and Learning – A process of teaching and learning in which students progress through the education system based not on classes attended and credits earned, but on demonstration of mastery of skills and knowledge.

Senate Bill 909 – Passed by the 2011 Oregon Legislature. Establishes the Oregon Education Investment Board to oversee a coordinated public education system that integrates early childhood services, K-12 public education, and post-secondary education. Also establishes the Early Learning Council.

Task Force on Higher Education Student and Institutional Success – Established under House Bill 3418 by the 2011 Oregon Legislature. This task force must report to the legislature on December 1, 2011 and again on October 15, 2012 regarding barriers to post-secondary education student success, best practices and models for accomplishing student success, and alternative funding options for improving student success.

"Tight-Loose" – The OEIB's management and direction of Oregon's education system is described as "tight-loose." The OEIB will be "tight" in expecting educational entities to meet established outcomes, but "loose" in allowing educational entities to set their own targets for outcomes and plans for achieving those targets. Outcomes and targets will be articulated in Achievement Compacts.

Wraparound Services – An intensive, individualized care planning and management process, typically utilized for individuals with complex needs. The process provides structured and creative team planning to address the needs of individuals and their families holistically, with an aim of community integration and strong family social support networks.

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