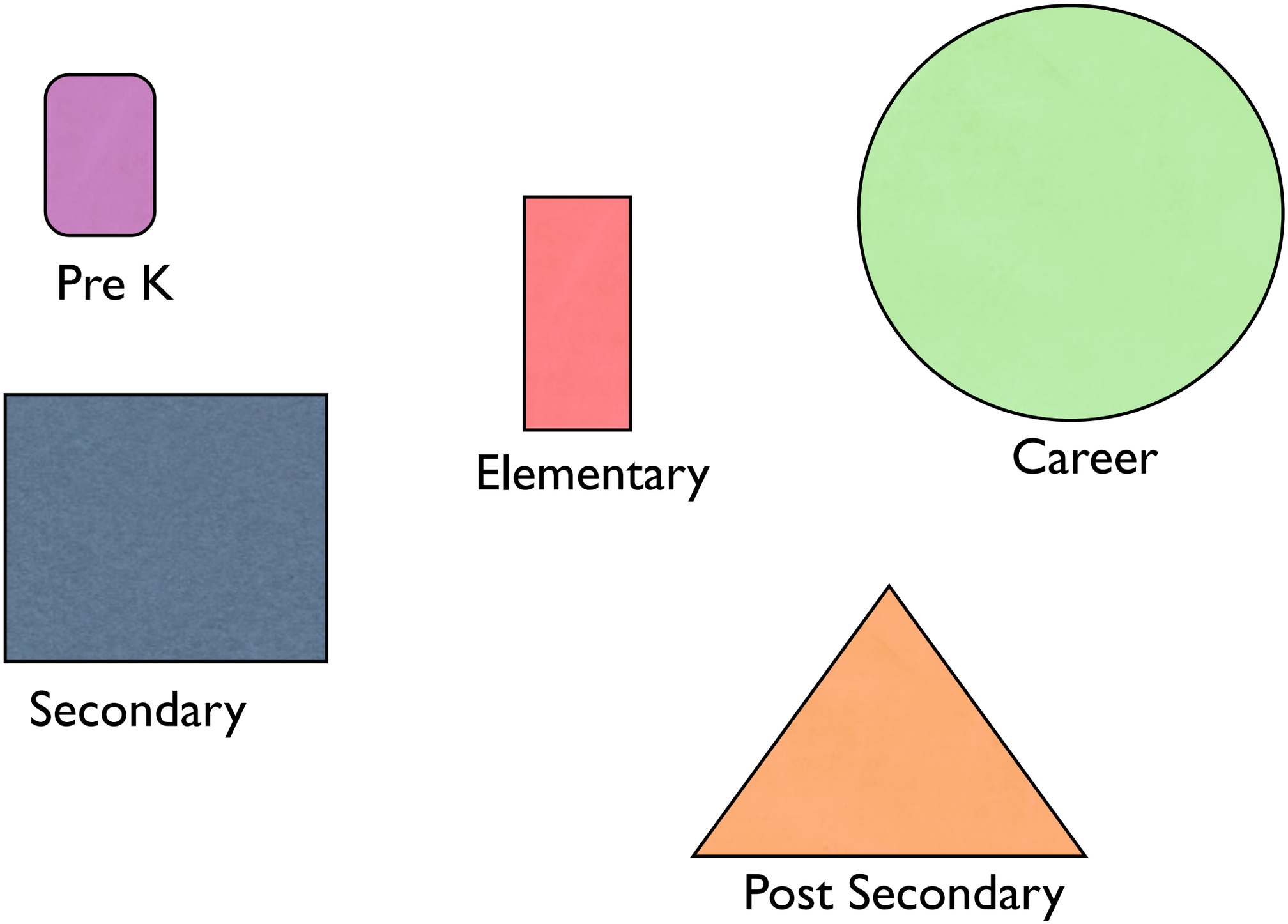
Imagine....

No Boundaries.
No Limits.
No Excuses.

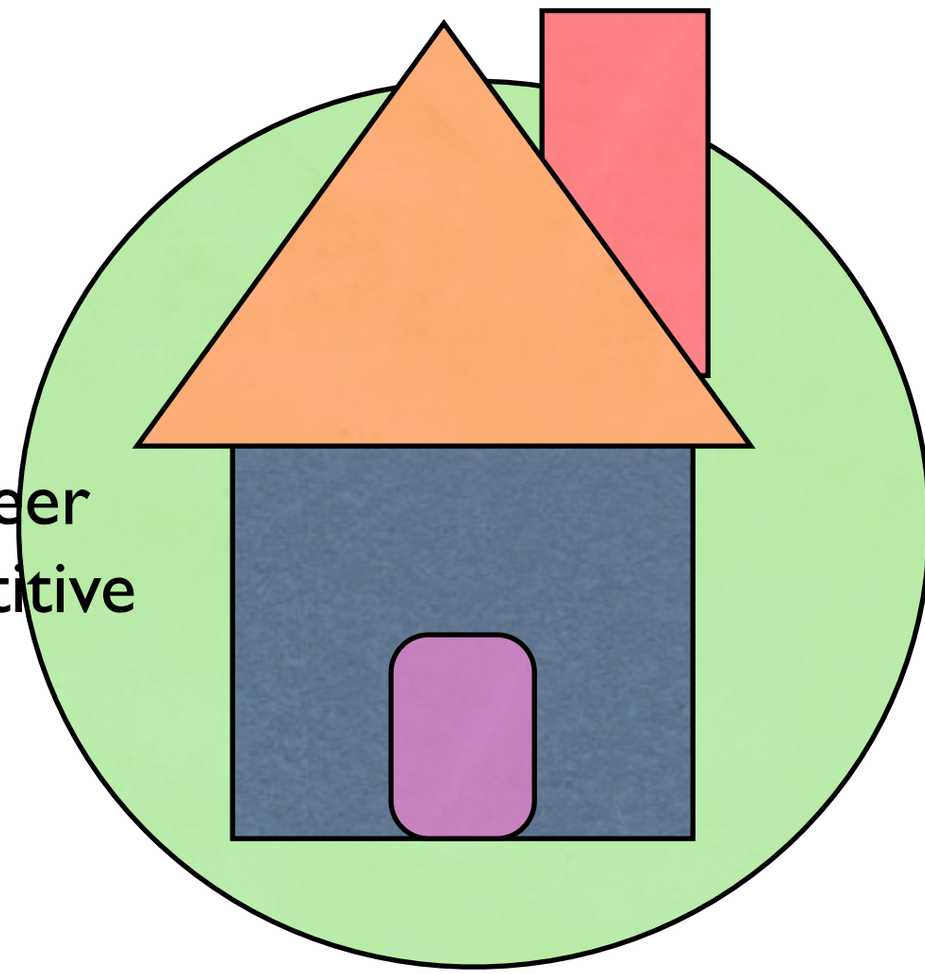
Confederation of School Administrators
Testimony to SB 909 Work Group
Outcomes and Measures of Progress for K-12
10/26/11

K-12 Education: A World of Silos



What if?

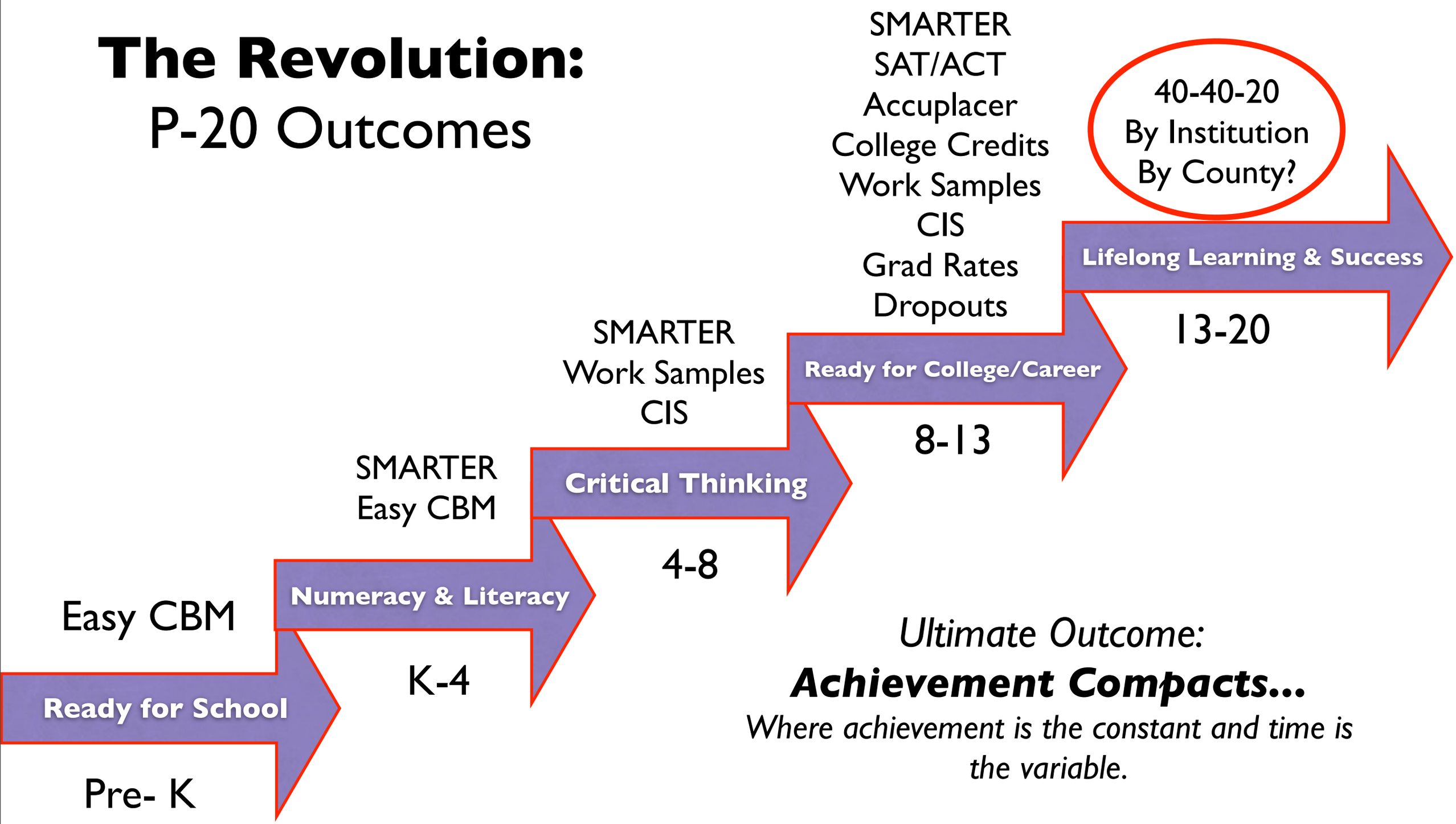
Ready to Learn
Numeracy & Literacy
Ready for Rigor
Ready for College & Career
Locally & Globally Competitive



Unity
Community
SB 909

Oregon Learns

The Revolution:
P-20 Outcomes



Ultimate Outcome:

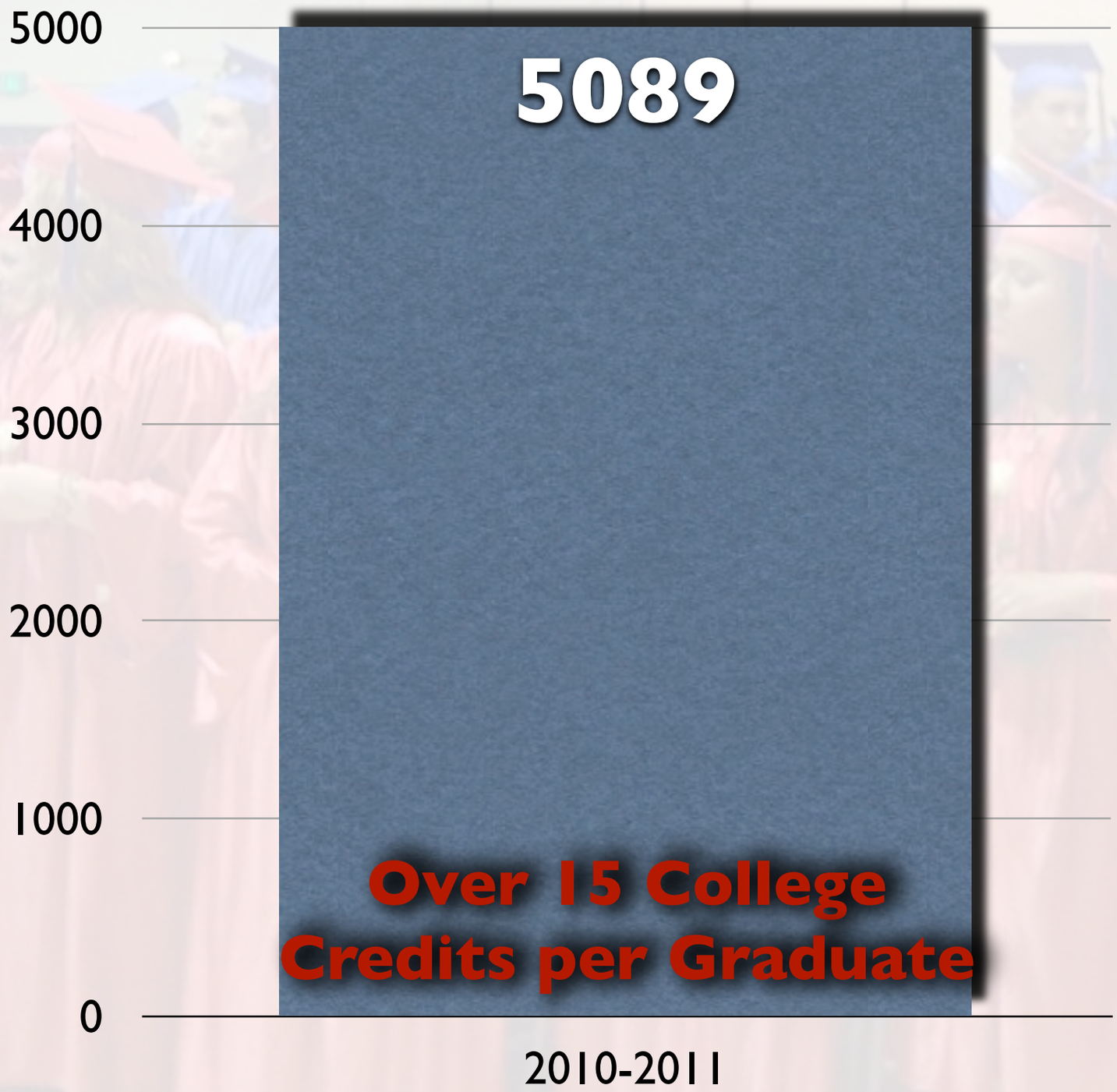
Achievement Compacts...

Where achievement is the constant and time is the variable.

Just one example: High School Completion Data

- Lebanon High School's 4 Year Cohort Completion Rate is barely 40% (one of the worst in the state)

College Credits Earned Last Year



Report Card Detail--unintended consequences

District: **Salem-Keizer SD 24J (2142)**
School: **McKay High School (771)**
Public Version

OREGON Department of Education
255 Capitol Street NE, Salem OR 97310
Thursday, October 06, 2011

Achievement Index Rating: Satisfactory [1]

School Achievement Index = (Reading Index + Math Index) / 2
= (56.1 + 52.4) / 2 = 54.3

Rating	In Need of Improvement	Satisfactory	Outstanding
Index Score	Less than 55.0	55.0 to 84.9	85.0 or higher

An Improvement rating of "Improved" raises the Achievement Index rating by one category.

Reading and Math Achievement Index Data

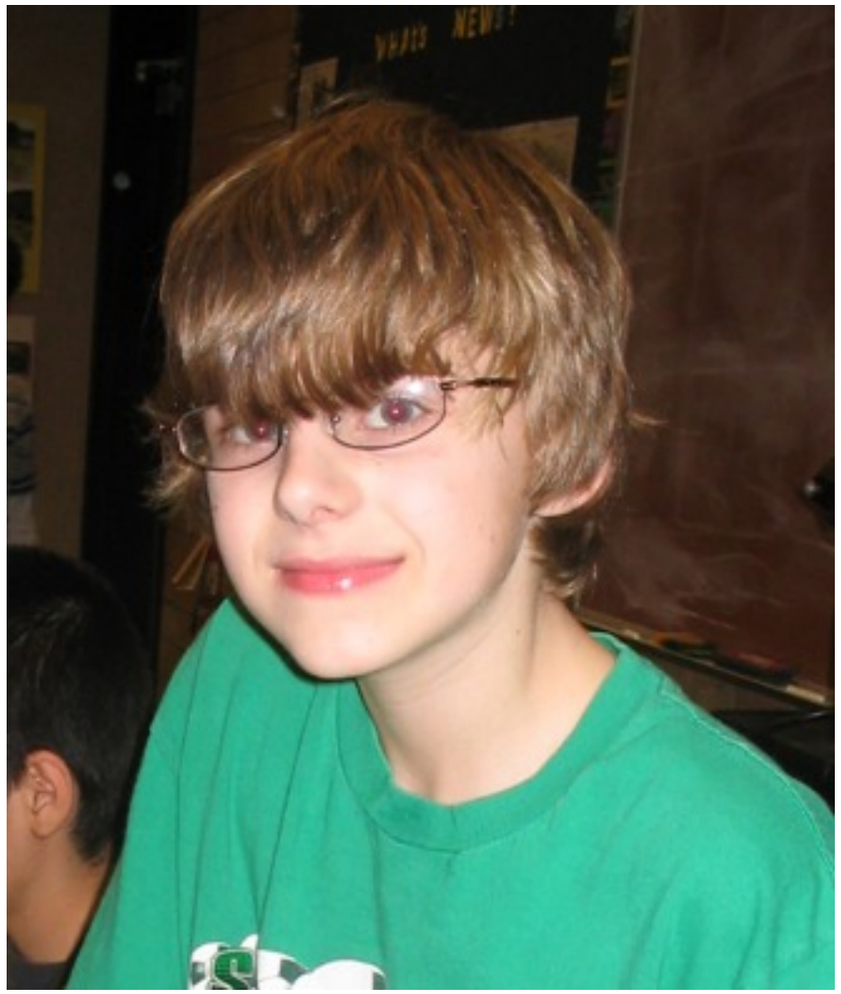
Reading	2009-2010						2010-2011					
	Meets or Exceeds		Does Not Meet			# Tests	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target				Exceeds	Meets	Meets Growth Target			
			Yes	No	NA				Yes	No	NA	
All Students	15	194	0	0	208	417	19	266	0	0	98	383
Economically Disadvantaged	6	147	0	0	182	335	9	209	0	0	93	311
Limited English Proficient	1	16	0	0	90	107	0	37	0	0	54	91
Students with Disabilities	0	5	0	0	30	35	1	10	0	0	23	34
Amer Ind/Alskn Ntv	0	5	0	0	3	8	1	5	0	0	0	6
Black (not of Hispanic origin)	0	4	0	0	5	9	0	6	0	0	3	9
Hispanic	3	99	0	0	141	243	4	148	0	0	73	225
Asian/Pacific Islander	4	11	0	0	17	32	4	19	0	0	6	29
Asian							4	12	0	0	4	20
Pacific Islander							0	7	0	0	2	9
White (not of Hispanic origin)	7	67	0	0	35	109	9	79	0	0	14	102
Multi-Racial/Multi-Ethnic	1	8	0	0	7	16	1	9	0	0	2	12
Column Totals (excluding White, Asian, Multi)	25	470	0	0	659	1154	34	681	0	0	344	1059
Weight	133	100	100	0	0		133	100	100	0	0	
Weighted Counts	3325	47000	0				4522	68100	0			
Yearly Index	(3325 + 47000 + 0) / 1154 = 43.6						(4522 + 68100 + 0) / 1059 = 68.6					
Reading Index	(43.6 + 68.6) / 2 = 56.1											

76.0

Problems we can fix...

- No credit in the formula for success with ELL or SPED students.
- Focus on year to year progress versus growth of students over time.
- Focus on just reading and math.
- Cohort graduation rates discourage early college programs.
- Accountability on just student tests or data points versus school culture, climate, etc.
- Negative labels that can discourage educators from working in our neediest neighborhoods.
- **Problems that CAN'T be fixed** (yet): Annual high stakes testing.

Accountability . . . Growth and <u>Equity</u>



Outstanding
30% Pov.
30% Ethn.
12% ELL

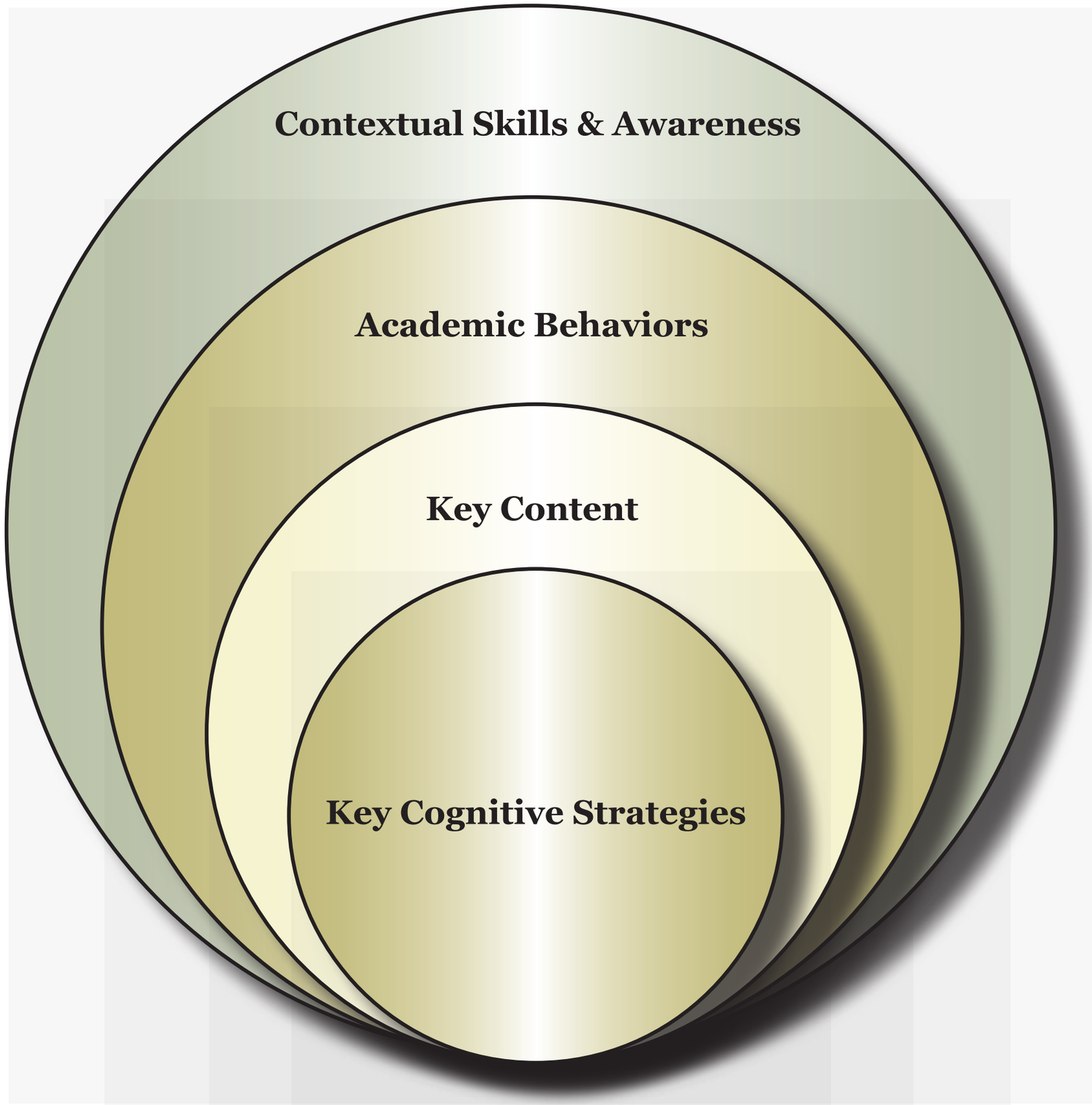
5 RIT
Growth Ave.

Satisfactory
90% Pov.
81% Ethn.
70% ELL

10.3 RIT
Growth Ave.

Beaverton School District's 'Full Option Graduate'

- Based on Dr. Conley's work



Critically Important:

Since public education is a proven economy generator, if we want to be more than a 90% per capita state, we need to realize that investing in education *is investing in the economy* and consider creating a Baseline Funding for Education formula.