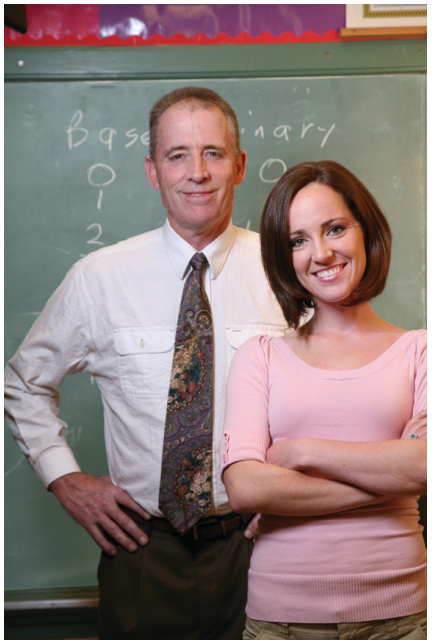
Teaching and Learning: The Foundation of Oregon's Achievement Compacts



Support for SB 909

-Focus on alignment and outcomes
-Process should highlight key leverage points
-Strategic Investments

Chalkboard's Vision

Oregon is a top 10 performing system

-Oregon is one of the best places to teach.
-Oregon strives to have the most effective teachers in front of the highest need students.
-Regardless of geography, all Oregon educators have access to high quality supports to improve their practice.

Where are we now?

2011 NAEP Results (analysis by The Education Trust):

• "California, Michigan, Missouri and **Oregon** consistently rank among the bottom states in both performance and improvement, overall and by subgroup, in both subjects and grades."

• "In fourth-grade math, scale scores for African-American students in **Oregon** and South Carolina… have dropped since 2003."

• Other states are making progress in performance and improvement.

Where are we now?

Lacking a statewide system of support and accountability for educators

- Oregon received an "F" on Education Week's Quality Counts report in the category of "The Teaching Profession"

Resources are currently not aligned with our 40-40-20 vision

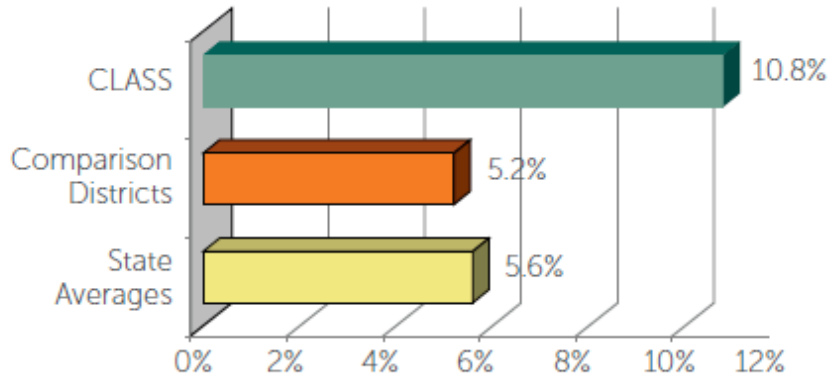
- Educators in the most affluent districts are, on average, paid more than those in the highest poverty districts.

- Educators teaching non-academic core classes are, on average, paid more than those teaching academic core classes.
(Non-core includes AP/IB, music, CTE, language, etc)

Achievement Changes

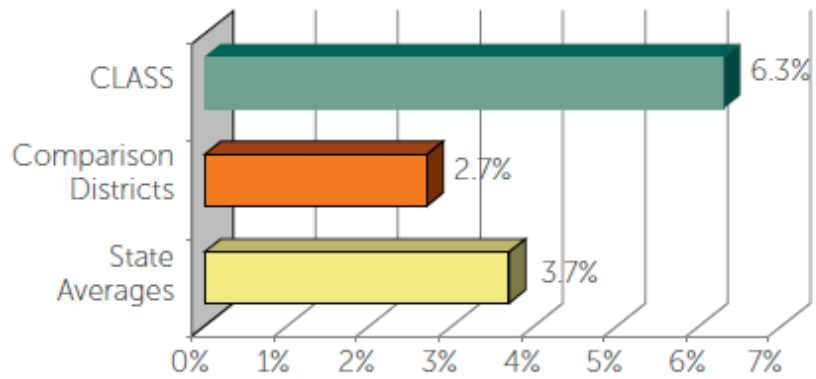
(3-Year Average) 2008/09 – 2010/11 compared to 2005/06 – 2007/08*

Mathematics Achievement



CLASS districts gained ground in Math proficiency relative to the statewide average and to the comparison districts.

Science Achievement



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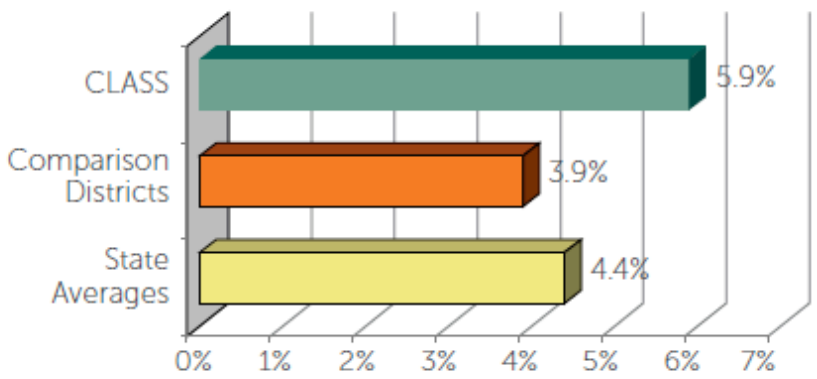
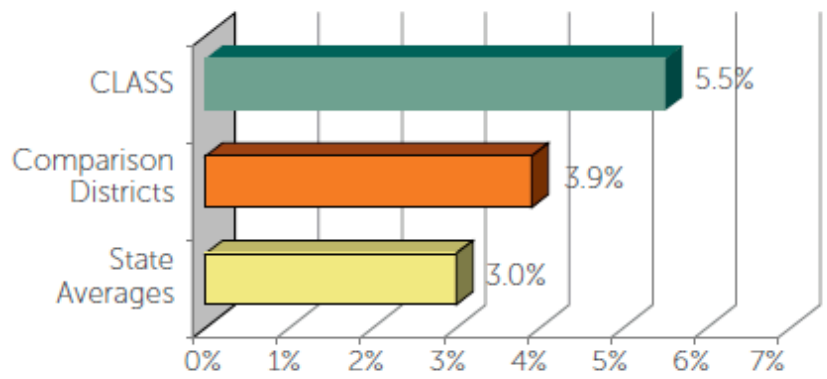
Reading Achievement



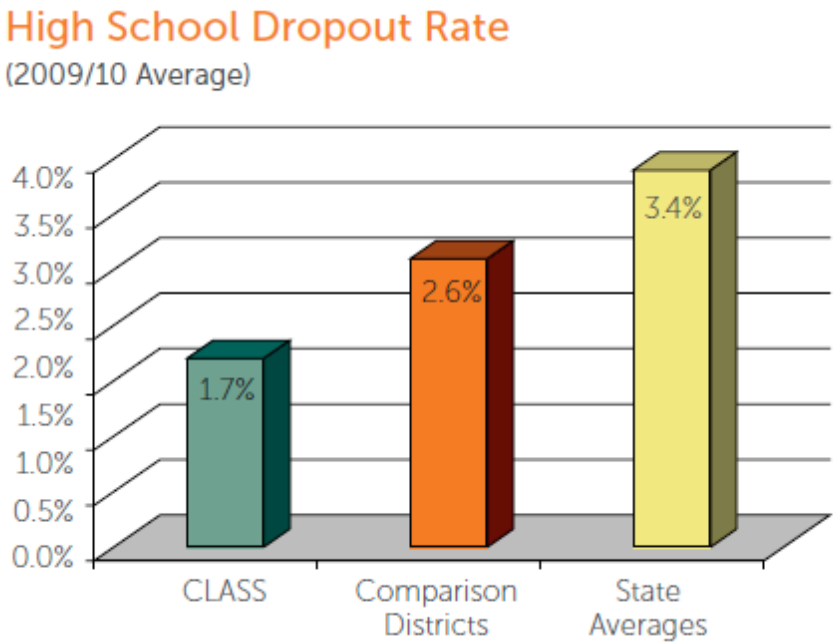
CLASS districts gained ground in Reading proficiency relative to the statewide average and to the comparison districts.

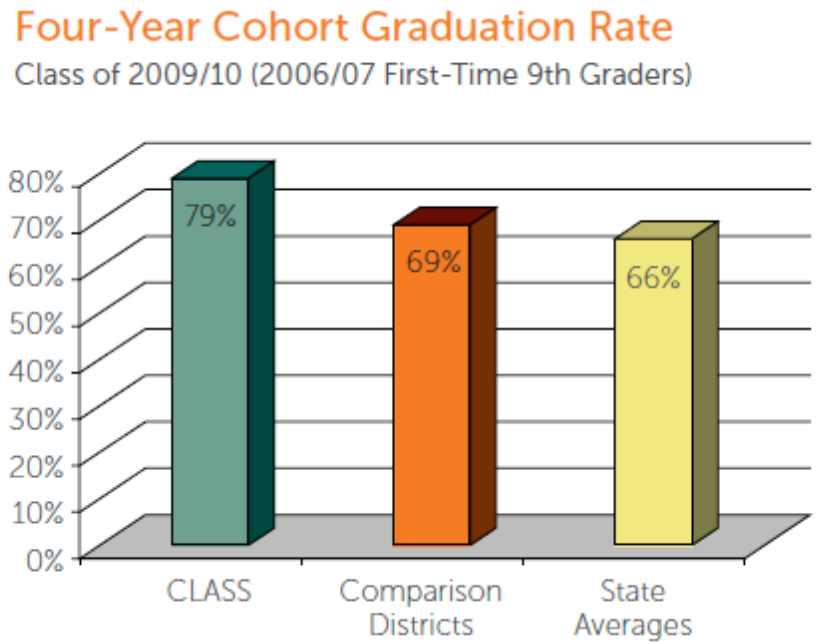
Writing Achievement



CLASS districts gained ground in Writing proficiency relative to the statewide averages and to the comparison districts.

What's Possible?

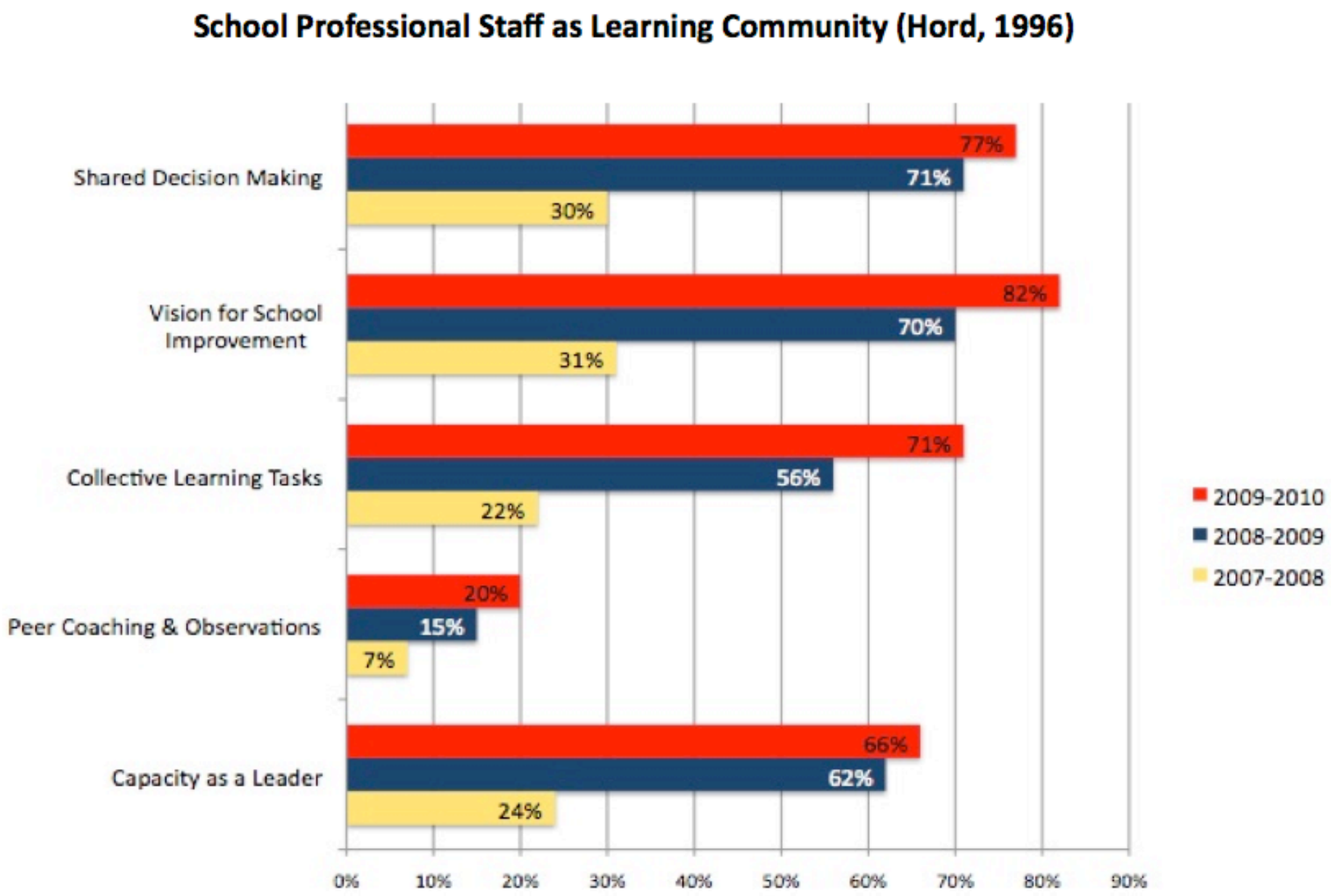




CLASS districts also consider additional measures, including:

- **Freshman on-track to graduate**
- **% of 8th graders taking algebra**
- **% of students successfully exiting ELL**

What's Possible?



CAREER PATHS
EVALUATION
PROFESSIONAL DEVELOPMENT
COMPENSATION

Tight on Quality Teaching and Leading, Loose on Tactics

Karen Stiner
Bend La Pine School District, Middle School Math Teacher

- In the classroom, educators have the most significant impact of student learning.

- Educators need to be the drivers of change.

- Creating systems to support educators to do their best work should not be optional, the details of what those systems look like should meet staff and student needs.

- This work respects local bargaining and union leaders are at the table during the whole design process.

CLASS Project

Tight	Loose
Driven by educators, for educators	Design Team make-up, selection process
Plans for integrating and implementing the four components of CLASS	Design of each component
Focus on improving student outcomes	District or school focus on specific measures or goals
Focus on meeting individual educator needs	Local evaluation, professional development offerings

Learning from CLASS:
Provide tools and support to help districts assess and understand the needs of their educators

-Formative evaluation of instruction (SB 290) including multiple measures of student growth

-Mentoring for new teachers and administrators

-Assessing distribution of high performing educators

Learning from CLASS: Meet educator and student needs at the local level

-Individualized professional development

-Time for educator collaboration

-Principal leadership training

-Better linkages between teacher preparation and district needs

-Ensure educator are trained in specific strategies to meet the needs of ELL, special needs, and underperforming students

Achievement Compacts

-Target state resources toward educator supports to meet aligned educator outcomes (for example, an educator compact)

-Establish baseline student outcomes and targets

Educator Compact

State-level Policies	Outcome	Target
Mentoring for new teachers and leaders	Every new Oregon teacher and leader has access to a research-based mentoring program for a minimum of three years. *Why? Educators that receive high quality mentoring feel better supported, accelerate their learning and become more effective in a shorter period of time- ensuring that students with new educators or schools with new leaders are better able to meet student needs.*	• Districts retain 90% of all new teachers and leaders • 90% of a district's teachers and leaders are deemed "effective" • Third year teachers and leaders, on average, are as effective as experienced educators

Key Themes for Student Outcomes/Targets:

-Identify and expand multiple measures to provide a more accurate picture of student achievement outcomes

-Balance benchmark attainment with proficiency demonstration and growth measures

-Reference Oregon to objective, external measures and other states and nations

-Establish concrete, transparent public goals and accountability for schools, districts, and the state in closing the achievement gap

-Advance 21st Century learning and skills to include the 3R's and 4 C's: Critical thinking and problem solving, Communication, Collaboration, and Creativity/innovation

Achievement Compacts

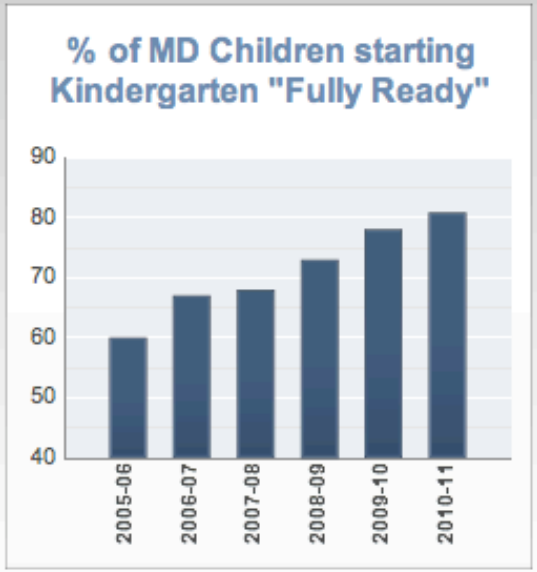
	All Students		Achievement Gap Subgroups*	
	2011-12	2012-13 Target	2011-12	2012-13 Target
Ready for School: Pre-K • % students ready to learn at K enrollment				
Numeracy and Literacy: K-4 • Progress in Curriculum Based Measures grades 1-2 • % proficient at grade 3 • % proficient at grade 4				
Critical Thinking: Numeracy, Literacy, and Science 4-8 • % proficient by grade 5 • % at advanced levels by end of grade 5 • % proficient at grade 6 • % proficient at grade 7 • % proficient at age grade 8 • % successfully completing algebra grade 8				

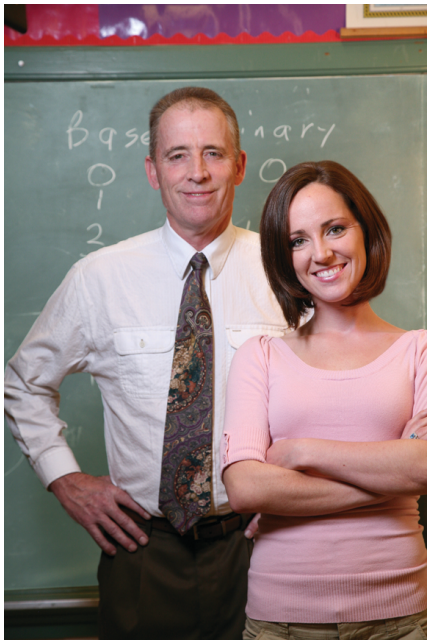
Example from Maryland:

Governor O'Malley's 15 Strategic Policy Goals

2. Improve Student Achievement and School, College, and Career Readiness in Maryland by 25% by End 2015

Building on Maryland's "Number 1-in-the-Nation" public school system, the O'Malley-Brown Administration has set a goal and is implementing a plan to improve student achievement and readiness in Maryland by providing the State's students with the skills needed to compete and succeed in the emerging global economy.



- % of MD Children starting Kindergarten "Fully Ready
- MSA % Proficient for Elementary Grades - Reading
- MSA % Proficient for Elementary Grades - Math
- MSA % Proficient for Middle Grades - Reading
- MSA % Proficient for Middle Grades - Math
- # Students Taking AP Exams
- # of AP Exams Taken
- # of AP Exams Taken with a Score of 3 or Higher
- STEM College Graduates
- # of AA Degrees Awarded in Maryland
- # of Bachelor Degrees Awarded in Maryland

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