

Implementation of Oregon PK-20 Redesign Workplan

PK-20 begins with pre-kindergarten and extends to graduate education, including preparing educators to staff a high quality education enterprise.

Key Policy Goal:

Develop a connected and integrated system that promotes smooth and successful student transition from Pre-K-12 to their next steps – further education, training, and workforce.

The State Board of Education (K-12/community colleges) met with members of the Board of Higher Education in summer 2005 to discuss systems-related issues including a PK-20 vision for education, systems alignment, high school diploma, integrated data systems, and unified education enterprise budget. The Joint Boards of Education, in collaboration with the Governor's Office, thereafter developed a workplan focused on PK-20 redesign. Resources from multiple sources support implementation. Status reports will be available on a regular basis at www.ode.state.or.us/go/K20 and via mailings to partners and stakeholders. Status will be reported by: 1) sector(s) leading activities, 2) key resources supporting activities (color code below), 3) brief descriptions of progress, and 4) lead staff. Reports will focus on systemic, large-scale activities related to the workplan. Changes to the workplan are expected as boards and partners assess progress in implementation.



Depicts major support from the Gates Foundation for Joint Boards Initiative: In fall 2005, the Gates Foundation awarded the Oregon Department of Education a \$1.75 million grant to support statewide efforts to redesign high schools and address PK-20 systemic improvements (11/05 – 6/07). Led by the Joint Boards in partnership with the Governor's Office, the grant addresses four goal areas: 1) high school graduation/diploma requirements, 2) systems alignment/integration, 3) K-20 budget/system performance measures, and 4) communications.



Depicts major support from state-support (legislative policy package).



Depicts major support from the Wallace Foundation.



Depicts major support from federal grant(s).



Depicts major support from foundations supporting the E3 Oregon Small Schools Initiative (Gates Foundation, Meyer Memorial Trust; Chalkboard Project (Collins Foundation, Ford Family Foundation, JELD-WEN Foundation, Meyer Memorial Trust, Oregon Community Foundation); and Oregon Business Council (Lumina Foundation).



Depicts budget policy package under development/consideration for the 2007 legislature.

* Indicators of success and measures of relevant performance measures will be a future component of the PK-20 redesign workplan.

Corrections, additions, and comments are encouraged to ensure accuracy and currency of information – please send to: K20rdns.Gates@ode.state.or.us

Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	Community Colleges SBE, CCWD, CIA	Public Universities BHE, OUS, EDP, Provosts' Council	Other – Governor, Joint Board, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
Goal #1: Restore the value of the high school diploma and increase high school graduation requirements				
<p>1A: Review course requirements for high school students, increase the number of credits required for graduation in core subjects, and develop proficiency-based diploma based on alternative assessment and evaluation models</p>	<ul style="list-style-type: none"> ✓ ODE staff prepared briefing papers for SBE on proposed high school course requirements in Oregon and other states. ✓ SBE reviewed briefing papers 2/06. ✓ ODE prepared 3 diploma options for increasing credits for graduation. ✓ SBE reviewed diploma options 2/06 and 3/06; took a straw-vote on options. ✓ Staff revisions at SBE 4/06 meeting. ✓ SBE policy consensus restated at 3/06 meeting: there should be proficiency-based diploma based on multiple assessments; i.e., proficiency-based credit system (credit is awarded when proficiency demonstrated by multiple methods). [SBE established credit proficiency policy in 2002.] ✓ Stakeholder input to be sought summer. ✓ SBE will adopt graduation requirement in fall 2006. ✓ ODE in process to hire consultants to conduct research/work with SBE and Joint Boards on developing strategies for course requirements, graduation requirements, proficiency-based diploma, high school exit proficiencies, redesign issues. <i>Lead staff: Salam Noor/ODE</i> 			
<p>1B: Ensure the rigor and relevance of Oregon's K-12 content standards and assessments</p>	<ul style="list-style-type: none"> ✓ ODE RFP in process to hire contractor to review state approach to standards-based education¹ and recommend improvements; review alignment of state content standards, test specifications, and statewide assessments; and review content standards at K-12 levels. <i>Lead staff: Kathleen Vanderwall, Colleen Mileham/ODE</i> 			
<p>1C: Review current system capacity, need, and cost</p>	<ul style="list-style-type: none"> ✓ ODE is reviewing the fiscal impacts of increasing graduation requirements, and implications for higher education. 			

¹ English language arts; math, science, social sciences; physical education, arts, health education, second languages; English proficiency, educational technology

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for developing larger teacher pool	<ul style="list-style-type: none"> ✓ Report to be available 5/06. <i>Lead staff: Salam Noor/ODE</i> 			
1D: Increase access to and success in postsecondary education through enhanced advising and other student support	<ul style="list-style-type: none"> ✓ OAR 581-022-1120 & 581-022-11130 (<i>amended 3/02</i>) requires students to develop educational plan based on personal interests and tentative career goals – updated at least annually; build educational profile documenting progress; demonstrate career-related knowledge/skills in various areas; participate in personally relevant career-related learning experiences; and meet specific academic performance standards. ✓ 2007 high school graduation class will have plan/profile in place. <i>Lead staff: Theresa Levy/ODE</i> 	<ul style="list-style-type: none"> ✓ Community colleges met with OUS and campus representatives for ATLAS project. ✓ With current funds, ATLAS will upload unofficial transcripts and perform degree audits at OUS level but community colleges will not be funded – legislative funding is needed to enable community colleges to establish degree audit processes within own institution before implementing ATLAS. ✓ Community colleges are reviewing individual degree audit programs to which ATLAS will ultimately link. <i>Lead staff: Joanne Truesdell/CCWD</i> 	<ul style="list-style-type: none"> ✓ OUS met with campus representatives for ATLAS project. ✓ ATLAS will enable students/advisors to help plan/map a successful path toward a college degree. Software allows users to know which courses at an institution are equivalent to courses at others institutions even though course titles/numbers may differ. ✓ OUS provides roadmap for campus-based work to implement ATLAS, central coordination, some resources (4-year schools and 2-3 community colleges). ✓ Campus teams are developing own plans based on where they are now. <i>Lead staff: Mark Endsley/OUS</i> 	<ul style="list-style-type: none"> ✓ OSAC began ASPIRE in 1998 to make sure scholarships do not just go to top students. ✓ Program helps high school students explore all options: 4- and 2- year schools, trade schools, career schools, etc. ✓ Majority of ASPIRE students are 1st generation and low income. In '05, 74 high schools participated, and 688 volunteers who are student advisors trained by staff. ✓ ASPIRE is developing '07 policy package for legislative support to expand program to all high schools. <i>Lead staff: Sarah Piper, Caddy McKeown/ASPIRE</i>
		<ul style="list-style-type: none"> ✓ OUS/CCWD developed early access/success initiative budget policy package to create an Oregon College Preparation Program to complement focus of SBE and Governor to increase rigor of high school. Components: active mentoring, tutoring by college students, and overall college preparation support. Initial efforts would focus on middle/high schools with lower levels of college enrollment/retention through 2nd year of college. <i>Lead staff: David McDonald/WO; Linda Reisser/PCC</i> ✓ EDP 3/06 meeting heard report on 2 legislative proposals under developed by the retention team: 1) Oregon college preparation program to provide academic preparation for high school students interested in coming to OUS and community college, to include tutoring, mentoring, financial aid workshops, and college success courses; and 2) Oregon version of TRIO for 1st generation, low income and disabled students (individualized support services/cohort groups). ✓ EDP 3/06 meeting considered whether Oregon Transfer Module has been marketed well to students, whether high school students know about the OTM, how students can be better advised. ✓ EDP review 4/06: budget policy \$1.2 million for years 1-2 (in addition to \$1,000 annual scholarships already in place). 	<ul style="list-style-type: none"> ✓ Partnership for Student Success of OBC: Community involvement program brings together business, school and civic leaders to form local leadership teams and focus on key academic challenge facing students (improving academic achievement, increasing graduation rate, better preparing students for college, work and citizenship). E3 helps recruit employers and community members to serve as mentors and role models for targeted students. <i>Lead staff: Karen Phillips/E3</i> 	
1E: Increase access to and success in postsecondary education through accelerated learning	<ul style="list-style-type: none"> ✓ Advanced Placement: College Board 2005 data reveals Oregon has increased AP course taking more than any state. <i>Lead staff: Salam Noor, Andi Morgan/ODE</i> 	<ul style="list-style-type: none"> ✓ Advanced Placement standardization: SB 342 requires that postsecondary education develop uniform standards to award college credit for AP test scores. ✓ Joint OUS/CCWD group has reviewed what College Board, University of Washington, and California universities use. The group proposes standardizing AP scores and credits given across public universities/community colleges. ✓ OUS provosts to share data and proposal with campuses and provide feedback for 	<ul style="list-style-type: none"> ✓ UEE subcommittee reviewed progress of AP streamlining effort at 3/06 meeting. ✓ UEE reviewed progress at 5/9/06 meeting; decided to disseminate AP progress to stakeholders. 	

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options for students including Advanced Placement, Oregon Virtual School District (IOVSD), and Expanded Options Program		<ul style="list-style-type: none"> ✓ approving proposed AP scores and credits awarded. ✓ By 5/17, campuses will notify review committee that the campus will be able to work through their processes and get to their internal approvals by 10/27/06. ✓ Goal: have AP scores and credits approved by 10/06. ✓ Report to go to legislature in 11/06. <p><i>Lead staff: Robert Mercer/OUS; Connie Green. Joanne Truesdell/CWWD</i></p>		<ul style="list-style-type: none"> ✓ <i>Lead staff: Connie Green/CCWD</i> Joint Boards to meet 11/06 to approve proposed AP levels.
	<ul style="list-style-type: none"> ✓ To implement Oregon Virtual School District (SB 1071, 2005 legislature), consortium of Oregon-based virtual learning programs to be available to all students via common portal. Offerings may be programs or individual classes; developed by ESDs, districts, or schools; classes offered via web-based instruction, online learning, interactive video-conferencing, or cable/digital networks. K-12 classes/programs will align with virtual school standards established by SBE and meet state content standards. Teachers and course developers are highly qualified/trained in virtual delivery. High-speed Internet connection needed to access OVSD courses. ✓ ODE issued RFP resulting in selection of Oregon State University to implement OVSD in 2006-07 school districts. <p><i>Lead staff: Vickie Fleming, Steve Nelson/ODE</i></p>			
	<ul style="list-style-type: none"> ✓ Implement Expanded Options program enacted by SB 300 in 2005 session. ✓ School districts are coordinating efforts with postsecondary institutions to have programs in place for students in 2006-07. ✓ ODE staff researched issues/presented implementation language clarifications to SBE 3/06: defining at risk students; 50% minimum district ADM waiver application process; extreme financial distress waiver. <p><i>Lead staff: Salam Noor, Jim Schoelkopf/ODE</i></p>			
	<ul style="list-style-type: none"> ✓ Carl Perkins 2005-07 federal Basic program (\$15.8 million) improves student academic/technical skill achievement and prepares students for college/employment. Grant funds support programs in school 			

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	<p>districts and community colleges.</p> <p>✓ Carl Perkins 2005-07 federal Tech Prep program (\$.1.4 million) funds design of connected secondary/postsecondary professional technical education programs, and allows students to accelerate college education and pursue more advanced career placement.</p> <p><i>Lead staff: Salam Noor, Jim Schoelkopf/ODE</i></p>			
<p>1F: Expand high school literacy and mathematics initiatives, with focus on those that target low-performing schools and students, as well as at-risk students; identify and remove barriers for rigorous curriculum for low income and ELL students.</p>	<p>✓ Reading First (\$19.7 million) 6-year initiative help state/school districts ensure every child can read at grade level or above by end of 3rd grade.</p> <p>✓ 2003-05: 10,000+ K-3 students in 34 schools (14 districts) served; training provided for 700+ teachers, principals, other staff; access to specialized training (DIBELS/IDEL) to all K-3 teachers in state; access to DIBELS website to all K-3 teachers; statewide outreach to all non-Reading First K-3 teachers; 2nd cohort of schools identified.</p> <p>✓ 2005-07: increase number of students, schools, and teachers/administrators trained; implement ELL component; evaluate program effectiveness; outreach.</p> <p><i>Lead staff: Salam Noor, Joni Gilles/ODE</i></p>		<p>✓ EOU, OSU, PSU, SOU, and WOU collaboratively offer 42 graduate level reading/literacy courses and a reading endorsement to teachers statewide via online delivery.</p> <p>✓ Teaching Research Institute coordinates/manages assisted by federal grants and ODE funds.</p> <p>✓ ReadOregon.org has served 475 teachers through 1,484 enrollments; 83 teachers have completed reading endorsement, many from low income schools</p> <p><i>Lead staff: Meredith Brodsky/TRI-WOU</i></p>	
	<p>✓ NCLB Title II B, Math/Science Partnerships: 2005-07 (\$2.96 million) in federal grants to facilitate 7 partnerships consisting of universities, community college, ESDs, school districts, and educational research institutions to provide targeted professional development hours to total of 60,000.</p> <p><i>Lead staff: Salam Noor, Jonathon Wiens/ODE</i></p>		<p>✓ OPASS (9/05) resulted in strategic plan: 1) motivate, retain, prepare, credential, facilitate transfer of students K-20 in engineering/applied sciences via focus areas (statewide alignment/coordination of curricula; diversity, student success, best practices, standards, degree pathways, instructional professional development, marketing); 2) better use resources via collaboration among educational institutions, commercial and nonprofit organizations.</p> <p><i>Lead staff: Bruce Schafer/OUS</i></p> <p>✓ EDP review: OPASS policy budget option package of \$1.1 million (years 1-</p>	

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			2) at 4/06 meeting.	
			<ul style="list-style-type: none"> ✓ GEAR UP: OUS leads 5-year state-wide program (begun 2002) working with 39 schools divided into 16 clusters (high school, feeder middle schools, university) to provide meaningful academic enrichment activities that result in systemic school improvement. ✓ Goal: ensure low-income middle/high school students are prepared for, pursue, and succeed in postsecondary. ✓ Most activities generated by staff in middle/high schools to enhance student academic development, teacher/counselor professional development, community involvement, school and college outreach and partnerships. <i>Lead staff: Stephanie Carnahan/OUS</i>	
			<ul style="list-style-type: none"> ✓ Oregon MESA: Pre-college program of PSU College of Engineering and Computer Science engages 6-12th grade students in hands-on, inquiry-based math, engineering, science, and technology projects during weekly chapter meetings at school sites. <i>Lead staff: Carla Faini/MESA</i>	
		<ul style="list-style-type: none"> ✓ Student Support Services for 1st Generation Students: OUS/CCWD developed budget policy proposal to improve services for low income, 1st generation and/or disabled students by providing time-tested support services for 1,000 new students in Oregon not being served by federal funded TRIO programs. <i>Lead staff: David McDonald/WOU; Linda Reisser, PCC</i>		
		<ul style="list-style-type: none"> ✓ EDP review: Student Support Services policy package of \$2 million (years 1-2) at 4/06 meeting. 		
1H: Develop/identify high school exit proficiencies including common core of knowledge/skills that are articulated to postsecondary entrance and placement		<ul style="list-style-type: none"> ✓ CCWD leads effort to streamline use of placement testing/score levels in college level reading, writing, and math courses. Community colleges would use the same placement scores for class placement. ✓ Work group is looking at the use of ACT/SAT as proof of learning for high 	<ul style="list-style-type: none"> ✓ Math faculty group in general education initiative proposes use of common college placement test for high school students, and use for early diagnosis as is done with good results in states like OH and CA. If decision is made to use community college placement tests, OUS-led 	<ul style="list-style-type: none"> ✓ UEE reviewed placement testing progress at 3/06 meeting.

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requirements; align K-12 standards and college and workplace placement tests.		school exit and college entrance, and exploring use of workforce readiness credentials or technical/professional certifications as alternate measures. <i>Lead staff: Joanne Truesdell/CDWD</i>	general education group requests involvement. Group proposes placement testing in math, writing, and reading. <i>Lead staff: Karen Sprague/OUS</i>	
11: Expand work with high school pilot sites to determine rigor and comparability of credit for proficiency and performance-based assessments; and identify, showcase, and disseminate best practices.	✓ Beaverton School District is offering ACT for all students in 2006-07 with the goal of phasing in this test to use in demonstrating proficiency. <i>Lead staff: Doug Kosty, Tony Alpert/ODE</i>			<p>✓ E3, Oregon Small Schools Initiative: \$25 million multi-year statewide program supported by Gates Foundation and Meyer Memorial Trust to increase student achievement and graduation rates in high schools. Helps communities develop restructured/new high schools that offer rigorous, personalized education to all students, and serve as model for state. Focus on underserved students (low-income/students of color).</p> <p>✓ Restructuring large high schools into autonomous small schools and helping local innovators develop 12+ new small high schools. Includes intensive coaching/technical assistance to support school planning, professional development for teachers and administrators (online learning and professional development tools), curriculum development, restructured governance, improved family and community partnerships, work with partners to remove policy barriers.</p> <p>✓ 8 large high schools received grants to transform into multiple autonomous, rigorous high schools with no more than 400 students; 3 <i>Portland's Marshall High, Hillsboro's Liberty High, Lebanon High</i>) opened new smaller schools fall 2004 with themes like international studies, performing/visual art, and science and technology.</p> <p>✓ 5 high schools (<i>Newberg High, North and South Medford High, North Eugene High, Woodburn High</i>) to open smaller schools fall 2006.</p>

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				<ul style="list-style-type: none"> ✓ 4 new start-up schools (<i>Portland Academy of Character/Ethics, Springfield Academy of Arts/Academics, Southern Oregon School of Arts/Academics, Pendleton's Nixyáawii Community School</i>) received support from E3. ✓ 3 more high schools adopting innovative small school format to better prepare students for college, work, and citizenship (<i>Portland's Roosevelt High, Madison High, and Crater High School in Central Point</i>). <i>Lead staff: Karen Phillips/E3</i>
1J: Provide high quality professional development and training to teachers, counselors, and administrators.	<ul style="list-style-type: none"> ✓ Oregon is 1 of 20 states in national leadership initiative, State Action for Education Leadership Project (SAELP). ✓ Goals: strengthen administrator licensure standards with knowledge/skills necessary for leading high school redesign; implement new state licensure requirement; align state administrator standards with Education Leadership Constituent Council (ELCC) ✓ ODE maintains website for information to administrators; e.g., reports from Institute for Educational Leadership posted on preparing and supporting diverse culturally competent leaders; assessment and evaluation; leaders for rural schools. ✓ ODE leads effort to create/implement comprehensive state and local policy/practice system for leadership development to improve K-12 literacy. ✓ ODE and TSPC lead effort to redesign education leadership policy, practice, condition, and licensure to demonstrate enhanced effectiveness for cultural competency and equity. ✓ ODE leads effort to recruit and retain a more diverse education leadership workforce (build on SAELP work/recommendations) ✓ Via competitive grant process, 6 school districts selected as demonstration sites to share research findings/results; implement 	<ul style="list-style-type: none"> ✓ Education Pathways Project goals are: 1) successful transfer of courses from community colleges to 4- and 5-year public/private teacher preparation programs, 2) improving academic and career advising, 3) increase number of highly qualified teachers/students of color in teacher pipeline. ✓ CCWD leads work with teacher prep consortium (65+ members from public universities, community colleges, private colleges) on statewide effort to align teacher prep programs in Oregon (funding support is needed). ✓ Annual teacher preparation articulation/transfer conference held 12/9/05 (topics included advising, diversity, pathway efforts, student voices, licensure.) ✓ Updated "Advising Guide for Teacher Preparation" in 2006 and available at website and in print for advisors at 2 and 4-year institutions, public and private. ✓ Group requesting .25 FTE coordinator to provide ongoing support. ✓ EDP review: 4/06 meeting. <p style="text-align: center;"><i>Lead staff: Susan Boyanofsky/CCWD Linda Samek, Consortium Chair/Corban College</i></p>		<ul style="list-style-type: none"> ✓ TSPC worked with administrator programs and Eugene 4-J LEAD District (Wallace grant) on 18-month review of national standards (ELCC); went beyond standards in 2 areas (increased emphasis in ethics and cultural competence). ✓ TSPC adopted new administrator standards 1/05; full implementation required by end of 2007. Redesign reflects more emphasis on learning communities and administrative leadership on curriculum and teaching best practices – updates 20 year emphasis on management. Cultural competence incorporated into the new standards <i>Lead staff: Vickie Chamberlain/TSPC</i>
				<ul style="list-style-type: none"> ✓ Pathways for Math/Science Teachers: OUS Deans of Education developed teacher education budget policy package to create pathways for highly qualified math/science teachers to meet changing needs of students. ✓ EDP reviewed budget package (\$3 million for year 1-2 4/06 meeting). <i>Lead staff: Yvette Webber-Davis/OUS</i> ✓ Bilingual Teacher Pathway Program: PSU developed bilingual teacher pathway program budget policy package among OSU, area community colleges, and school districts, to promote efficiencies in preparing

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	<p>and disseminate best practices; and promote exchange of dialogue and innovation. [Beaverton School District: <i>K-12 Literacy</i>; Bend-La Pine School District: <i>Cultural Competency and K-12 Literacy</i>; Nyssa School District: <i>Cultural Competency and K-12 Literacy</i>; Portland Public Schools: <i>Cultural Competency and K-12 Literacy</i>; South Lane School District: <i>K-12 Literacy</i>; Springfield School District: <i>Cultural Competency</i>; SAELP LEAD District is Eugene 4J]</p> <p>✓ SAELP sponsors periodic leadership institutes for statewide participation (e.g., 3/05 institute on cultural competence, diversity and student success). <i>Lead staff: Rob Larson/ODE</i></p>		<p>effective teacher workforce to address increasing needs for highly qualified bilingual and ESL educators in Portland metro region.</p> <p>✓ EDP reviewed policy package (\$1 million for years 1-2)4/06 meeting. <i>Lead staff: Carol Mack/PSU</i></p> <p>✓ Bilingual Teacher Pathway: WOU and Salem-Keizer School Districts are establishing an educational model with a year of paid internship to prepare more bilingual teachers. These are teachers who are trained at the elementary level, who would be trained in bilingual education. <i>Lead staff: Hilda Rosselli/WOU</i></p>	<p>small school design, resulting in need for science teachers that can cover broader scope. With multiple tests required for science endorsements, challenge is to determine if single test meets highly qualified federal requirements.</p> <p>✓ TSPC 1-year pilot alternative assessment enables students in teacher pipeline unable to pass subject matter test to bring in transcript/prove they have knowledge to meet content requirement.</p> <p>✓ Chalkboard Project has developed a proposal that professional development for licensed educators be accountable, not left up to school districts and individual educators. Calls for professional development to be approved by TSPC. TSPC will review proposal; proposal may move forward as part of '07 Chalkboard legislative package. <i>Lead staff: Sue Hildick/Chalkboard</i></p>
	<p>✓ NCLB Title II A 2005-07: \$56.3 million federal program to increase student achievement via elevating teacher/principal quality via recruitment, hiring, mentoring, and retention strategies. Activities: district grants for professional development and class size reductions; partnership grants serving teachers/paraprofessionals with emphasis on rural and high poverty districts; cultural competency summits focusing on increasing participation <i>Lead staff: Salam Noor, Bev Pratt/ODE</i></p>			
	<p>✓ NCLB Title II D, Enhancing Education through Technology: 2005-07 \$5.3 million federal grants to improve student academic achievement via technology in schools; includes increasing number of teachers effectively using t technology in classroom. <i>Lead staff: Salam Noor, Carla Wade/ODE</i></p>			

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Goal #2: Strengthen K-20 systems alignment and integration to facilitate smooth transition from K-12 to postsecondary education and training				
2A: Conduct external review and evaluation of K-12 content standards and assessments to determine sufficiency and proficiency levels at each benchmark level and alignment with postsecondary entrance requirements	<ul style="list-style-type: none"> ✓ ODE has RFP in process to hire contractor to review alignment between K-12 standards and assessments and postsecondary entrance requirements and assessments (includes cut scores at each benchmark level; grade level standards; alignment of standards; alignment of standards and assessments; and alignment of K-12 standards and assessments with postsecondary standards/assessments) <i>Lead staff: Kathleen Vanderwall, Jonathon Wiens/ODE</i>		<ul style="list-style-type: none"> ✓ EDP is reviewing issues around aligning educational systems and will forward results to the Joint Boards. 	<ul style="list-style-type: none"> ✓ UEE is reviewing issues around aligning educational systems and will forward results to the Joint Boards.
2B: Use statewide assessments to increase alignment K-16 and facilitate smooth transitions to postsecondary education and training	<ul style="list-style-type: none"> ✓ ODE Assessment and Information Services offers 3 options for students who master grade-level content but are unable to demonstrate mastery on statewide assessments: Oregon Statewide Assessment (on-demand testing, scored by ODE), juried assessment (collection of evidence as substitute for state assessment); or OUS PASS collection. A Juried Assessment Manual is available at ODE website. 	<ul style="list-style-type: none"> ✓ Intersector faculty group process has been established to identify outcomes of general education courses to ease transfer among colleges and universities. ✓ 1st successful effort to assemble faculty from 2-4-year institutions and private universities held 2/9-10/06. Faculty developed desired outcomes of general education courses edited/sent to faculty for comments with results posted at JBAC website: <http://www.ous.edu/aca/jbac.html> for wider audience review (contains outcome statements of general education courses/thinking used to develop them). ✓ Work on criteria for general education courses will guide decisions on which new courses can be transferable/accepted by all campuses. ✓ 4/27/06 meeting held for faculty to plan criteria. Following a similar process to general education outcomes, criteria will be posted at website for review. ✓ In fall 2006 general education outcomes/criteria will be reported to legislature. At issue is how faculty will continue to meet at least once per year, costs for faculty travel, and what group would serve as facilitator to cause ongoing faculty meetings (sustainable way to continue faculty discussions). <i>Lead staff: Karen Sprague/OUS</i> <ul style="list-style-type: none"> ✓ Progress on general education initiative reported regularly to CIA. <i>Lead staff: Elaine Yandle Roth/CCWD</i> ✓ Progress on general education initiative reported regularly to Provosts' Council. <i>Lead staff: Karen Sprague/OUS</i> ✓ Cross-sector stakeholders group has been established to discuss needs, capacity, and desirable outcomes of the system relative to educational reform. First meeting was held 5/3/06. Staff is sending summary for further input. <i>Lead staff: Mark Endsley/OUS</i> 	<ul style="list-style-type: none"> ✓ SB 342 requires outcomes-based framework for transferable general education in the state. ✓ JBAC reviewed progress on general education on 4/13/06. ✓ JBAC developed a policy budget package (\$70,000 for years 1-2) to hold annual conferences to reinforce/sustain the work of 2 statewide faculty conferences that resulted in 1st draft of outcomes for students in transferable general education courses and draft course criteria to produce those outcomes. 	
			<ul style="list-style-type: none"> ✓ OUS assembles teacher moderation panels to: advise on alignment of standards; do extended evaluation of higher level scores; confirm scores forward to campuses; and do juried assessments for ODE. <i>Lead staff: Mark Endsley/OUS</i>	

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Goals and Objectives	Sectors, Partners, Stakeholders with Key Roles			
	PK-12 SBE, ODE	Community Colleges SBE, CCWD, CIA	Public Universities BHE, OUS, EDP, Provosts' Council	Other – Governor, Joint Board, JBAC, OBC, OSAC, TSPC, UEE, Chalkboard
2C: Support capacity-building efforts to adequately support school districts throughout the state; develop regional delivery system for supporting school improvement	<ul style="list-style-type: none"> ✓ ODE contracted Annenberg, Oregon Association of Education Service Districts, and Gibson Consulting Group (TX) to design regional training and development system to link ODE with local education agencies including districts, ESDs, postsecondary partners, stakeholders from private/public sector. ✓ Report is due 6/06. <i>Lead staff: Vickie Fleming/ODE</i> 			
Goal #3: Develop a single unified vision for education through a K-20 Budget and system performance measures				
3A: Create a unified vision for education in Oregon, streamline and improve education governance and accountability (review Oregon's education governance system, propose new governance models as developed by Joint Boards, review current method for funding education, review/develop new finance models resulting in comprehensive PK-20 budget rather than separate budgets representing PK-12, community colleges, and higher education)	<ul style="list-style-type: none"> ✓ Leadership Team for Joint Boards-Gates Initiative with representative from ODE, Deputy Superintendent Vickie Fleming, meets monthly to review progress and direct actions of agencies ✓ ODE is developing RFP to contract consultants to work with the budget and distribution subcommittee of Joint Boards to facilitate the development of PK-20 education vision. This work will build on OBC work. <i>Lead staff: Vickie Fleming/ODE</i> 	<ul style="list-style-type: none"> ✓ Leadership Team for Joint Boards-Gates Initiative, with representative from CCWD (Commissioner) meets monthly to review progress and direct actions of agencies. ✓ Community college presidents meet with national expert and Oregon Governor's Office 5/06 to review Oregon's education governance system. <i>Lead staff: James Sager/Gov's Office with OCCA</i> 	<ul style="list-style-type: none"> ✓ Leadership Team for Joint Boards-Gates Initiative (Chancellor) meets monthly to review progress and direct actions of agencies. ✓ EDP reviewed PK20 Alignment Policy Package of \$598,250 for years 1-2 at 4/06 meeting. 	<ul style="list-style-type: none"> ✓ Leadership Team for Joint Boards-Gates Initiative (Governor's Education Advisor) meets monthly to review progress/direct actions of agencies ✓ OBC commissioned a white paper, "Procuring Results for Students through Unified Enterprise Education Budget, through Lumina Foundation grant, working with Public Strategies Group (PSG). PSG recommends Joint Boards serve as statewide Council to frame Oregon's common education agenda/track progress. Additional members may be needed to represent wide PK-20 interests. <i>Lead staff: Duncan Wyse, Jill Kirk/OBC</i> ✓ Materials being discussed with Education Roundtable, Joint Boards, and UEE. ✓ Joint Working Group on Enterprise Budget met 5/3/06 to review PK-20 system performance measures for public education and develop a proposed joint vision statement: <i>Oregonians possess the knowledge and skills necessary to succeed in advanced learning, work and citizenship to thrive in a global economy.</i> ✓ Governor's Office has RFP in process to contract with national organizations and others with expertise to research funding models

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				<p>from several states and make recommendations to Joint Boards. <i>Lead staff: James Sager/Gov's Office</i></p> <p>✓ EDP/UEE has developed a policy initiative for aligned education enterprise. Panels of teachers and outcomes group faculty would engage in alignment of K-12 standards, college entry standards, and general education outcomes; alignment of assessment options and calibrating scores to demonstrate proficiency for various system requirements and educational opportunities; recalibration of system support resources illustrating proficiency; and advising on policy choices for K-12 and postsecondary alignment. <i>Lead staff: Salam Noor/ODE ; Mark Endlsey/OUS; Joanne Truesdell/CCDWD</i></p> <p>✓ Agency heads of OUS, CCWD, and ODE with Governor's Office are discussing redesign of Oregon Accountability System: if budget is done differently (unified) how should we measure progress/hold sectors accountable, what performance measures will we use.</p>
<p>3B: Create integrated data system to connect components of the data systems of the state's public education sectors (PK-12, community college, university systems) to achieve clearer simpler paths for students to higher levels of learning, remove data bottlenecks and provide better availability of</p>	<p>✓ KIDS Initiative Phase I completed 10/05 by IBM Business Consulting Services working with stakeholders, documented current state of data systems in Oregon and determined compelling case for changes in data management environment.</p> <p>✓ Phase II to enable timely exchange of comparable information about state education enterprise; ensure common data definitions; consistent, extensible schemas for horizontal integration of student records; timely record transfer among school districts. Phase II district level data warehouse projects underway at key</p>	<p>✓ ITDS is connecting components of data systems of PK-12, community colleges, and OUS to facilitate ease of student transfer and articulation. This collaborative statewide effort will improve educational delivery to support student progression from high school to college and between postsecondary institutions. <i>Lead staff: Mark Endlsey/OUS; Joanne Truesdell/CCWD</i></p>		

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student information for advising and student support	<ul style="list-style-type: none"> school districts. ✓ Phase III is statewide comprehensive data system to address accountability requirements at all levels (local, intermediate, state, federal). <i>Lead staff: Doug Kosty</i> 			
3C: Align Oregon Report Card and AYP, develop student level growth model and district profile in revised Report Card.	<ul style="list-style-type: none"> ✓ ODE submitted proposal 3/06 seeking approval from US DOE to develop student level growth model/district profile in revised report card. ✓ Follow-up answers to US DOE questions sought from ODE on 4/15/06. <i>Lead staff: Pat Burk/ODE</i> 			
3D: Align the workplans of K-14 and Higher Education Boards.				<ul style="list-style-type: none"> ✓ Aligned workplans are part of Joint Boards annual agenda. ✓ Discussions underway about how to staff Joint Boards – whether to use existing staff from the 3 sectors or secure dedicated staff.
Goal #4: Clearly communicate information, decisions, and actions around a shared and common vision for education in Oregon and build a strong strategic alliance of stakeholders to accommodate effective policy development				
4A: Help citizens and parents understand why it is essential for all PK-12 students to prepare for postsecondary education and workforce to be viable and competitive in the knowledge economy	<ul style="list-style-type: none"> ✓ ODE has RFP in process to hire consultants to implement portions of comprehensive statewide communications plan/campaign targeted at parent, student, and broader citizen information using variety of formats (print, media, electronic) to inform parents, students, and broader citizenry about need for more rigorous preparation in PK-20 for success in postsecondary education and workforce. <i>Lead staff: Gene Evans/ODE</i> ✓ Cross sector advisory group is being assembled to guide this process. <i>Lead staff: Vickie Fleming, Gene Evans/ODE</i> ✓ ODE developing web page (4/06) to provide status reports about Oregon PK20 Redesign Initiative to stakeholders. <i>Lead staff: Salam Noor/ODE</i> 			<ul style="list-style-type: none"> ✓ Chalkboard project (created 2004) by 5 independent nonpartisan Oregon foundations addresses enhanced communications – 2 of 5 major categories in 15 action steps address communications: 1) improving parent and community involvement in schools; 2) making school budgets easier to access/more understandable. [Open Book\$ Project is user friendly website that shows spending in 5 key categories (teaching/student resources; principal's office; central administration; business services and technology; buses, buildings, and food. Public launch in fall 2006 at: www.openbookproject.org] <i>Lead staff: Sue Hildick/Chalkboard</i>
4B: Facilitate dialogue and public engagement	<ul style="list-style-type: none"> ✓ ODE has RFP in process to hire consultants to implement portions of a comprehensive statewide communication 			

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around PK-20 education vision and goals	<p>plan and campaign targeted at public dialogue and engagement around PK-20 education vision/goals through specialized communication in variety of formats (printed, media, electronic) to disseminate information and gain stakeholder input.</p> <p>✓ Communication with various stakeholders will include parents, students, educators, community, business and employers, postsecondary partners, media, and the legislature <i>Lead staff: Gene Evans/ODE</i></p> <p>✓ Cross sector advisory group is being assembled to guide this process. <i>Lead staff: Vickie Fleming, Gene Evans/ODE</i></p>			

Commonly Used Abbreviations

AP	Advanced Placement Tests (of College Board)	OBC	Oregon Business Council (includes E3)
ASPIRE	Access to Student assistance Programs In Reach of Everyone	OCCA	Oregon Community College Association
ATLAS	Articulated Transfer Linked Audit System	ODE	Oregon Department of Education
AYP	Adequate Yearly Performance	OPASS	Oregon Pre-Engineering & Applied Sciences Strategic Planning Summit
BHE	Board of Higher Education	OSAC	Oregon Student Assistance Commission
CCWD	Department of Community College and Workforce Development	OTM	Oregon Transfer Module
CIA	Council of Instructional Administrators (vice presidents of instruction/community colleges)	OUS	Oregon University System
CSSA	College Student Service Administrators (community colleges)	OVSD	Oregon Virtual School District
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	Provosts' Council	Vice presidents of instruction/provosts of the public universities
E3	Oregon Small Schools Initiative (\$25 million multi-year statewide program supported by Gates Foundation and Meyer Memorial Trust)	PSG	Public Strategies Group (consulting firm assisting with unified education budget concepts)
EDP	Excellence in Delivery & Productivity Working Group (Board of Higher Education committee)	SAELP	State Action for Education Leadership
ELL	English Language Learners	SB 300	Expanded Options: passed 2005 legislative session, provides students who have dropped out of school or at risk opportunities to take college courses in high school for credit recovery options and opportunities to enroll in alternative college-based programs to complete high school diploma.
Gates	Bill and Melinda Gates Foundation	SB 342	Requires community colleges/universities to develop uniform standards for awarding college credit for AP test scores; requires outcomes-based framework for general education in the state.
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs	SBE	State Board of Education
IDEL	Spanish version of DIBELS	TSPC	Teacher Standards and Practices Commission
IDTS	Integrated Data Transfer System	UEE	Unified Education Enterprise (Joint Boards subcommittee)
Joint Boards	Joint Boards of Education (State Board of Education/Board of Higher Education)		
JBAC	Joint Boards Articulation Commission		
KIDS	pre-Kindergarten through 16 Integrated Data Systems		
MESA	Mathematics, Engineering, and Science Achievement		
NCLB	No Child Left Behind (federal school reform legislation)		
OACTE	Oregon Association of Colleges of Teacher Education		

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