

# THE SUPERINTENDENT'S Pipeline

**April 2001**

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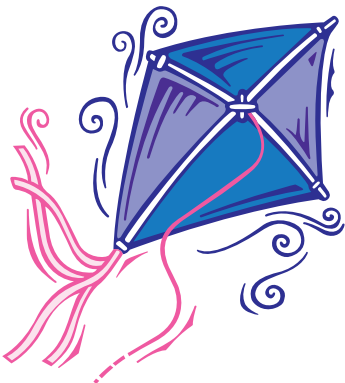
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## From My Desk to Yours

A Message from Stan Bunn  
State Superintendent of Public Instruction



We are in a time when educational accountability is on everyone's mind. The Legislature is looking at a variety of issues involving accountability. Parents and community members want assurance that their schools are high quality. Citizens statewide want assurance that the money spent on education is spent wisely.

With the focus on accountability, we need to ask ourselves a fundamental question. What is it that we want to accomplish with accountability measures?

I believe the purpose of the Oregon Educational Accountability System is to (1) drive continuous academic improvement and success; (2) ensure responsible action; and (3) identify excellence.

Furthermore, in any effort we carry on, we must design the accountability system from the outset to create opportunities for success for schools and children.

Communities, schools, the Legislature, and families are responsible in various ways for the success of children in school. Any accountability system must recognize that and expect results and success from each of those entities.

The guiding principles we will use around designing any accountability system requested by the Legislature or the Governor are as follows:

- Personal and academic success and improvement of each student in Oregon is the primary purpose of educational accountability.
- Strong leadership and rigorous staff development is essential for successful schools.
- Responsibility for student success is shared by all Oregonians, including the community and the Legislature.
- Incentives, support, and consequences are to be used in a fair and predictable manner.
- Community engagement and support ensure responsible action for student and school success.
- The system should identify excellence and measure progress in specific success indicators.

In designing the school and district report cards, we have relied heavily on these principles. But this measure of a school must be taken as a partial view—it cannot present a complete picture. Both the Department and schools have a responsibility to make that clear and to continue refining and improving our measurement systems.

Please take the time to give us your thoughts on the report cards and on the accountability system. We need your input for constant innovation and we must hold ourselves responsible for continuous improvement, just as we ask that of our schools and districts.

Sincerely,

A handwritten signature in black ink that reads "Stan Bunn". The signature is written in a cursive, slightly slanted style.

Stan Bunn

## Update on School and District Report Cards, 2001 and 2002

### Changes Implemented in 2001 Report Cards

The following changes were incorporated in the formulas and rules for the 2001 School Report Cards:

- “A top bar” was incorporated, whereby the highest performing schools on most recent test scores would receive at least a “Strong” Overall Rating, regardless of their improvement, if their other indicators were at least Satisfactory.
- Students included for school accountability did not include students whose parents refused permission to participate or students who challenged and took assessments below grade level. Participation rates did not include students who met these conditions.
- The School Characteristic Rating was expanded to four performance ratings instead of two. This did not affect the calculation of the Overall Rating.
- Schools with a significant change in population due to a boundary change or grade configuration were noted with an asterisk next to their Overall rating.
- Four years of data were used to calculate the change in dropout rate.
- The rules for rounding calculations were clarified; rounding takes place generally after every calculation.
- For the 2001 School Report Cards, certain schools were given the option of not having an Overall Rating calculated or reported (schools who received grants for low or unacceptable ratings in 2000).

### Changes Being Considered for 2002 Report Cards

The following changes are currently under discussion for the 2002 report cards. The final decisions about these issues may be influenced by legislation or other factors over the next several months.

- The “Overall Rating” can be confusing and in some cases does not seem to

match the sum of the other “sub” ratings. Forty-one schools out of approximately 1200 schools experienced this. Because this confusion was largely due to how the improvement figured into overall rating, for the 2002 card, the improvement index needs to be clarified.



- When schools experience a boundary change, it is possible for the school to have a dramatic change in student population. To address this concern, we will be treating some established schools as “new” schools if they meet the criteria due to population shifts based on a certain percentage (not determined as yet, but considering 40%).
- Some schools are testing more students under standard conditions than others. To address this concern, the 2002 card may show the testing conditions of all students in the school in graph form. It would be possible to compare the percentage of students taking the tests under standard conditions, modified conditions, etc.
- Some schools missed a higher category by an index point or so, yet made very good progress. The 2002 card could have a continuum where the index score will show at what point within the categories a school's score falls.

Two bills with specific impact on the school and district report cards have been introduced this session. Full text versions of HB 2004 and SB 873 can be accessed at [www.leg.state.or.us/01reg/measures/main.html](http://www.leg.state.or.us/01reg/measures/main.html).

Contact person for the report cards is Nanci Schneider, 503-378-3600 ext. 2353.

## Student Identification Number Project

The Department is currently working on a project to identify every student with a unique statewide student identification number. Currently, even though students may have taken a number of state assessments over a period of years and the information from each assessment is available, it is nearly impossible to connect that information if the student begins to use a different name or moves to another district or when two students have the same first and last name.

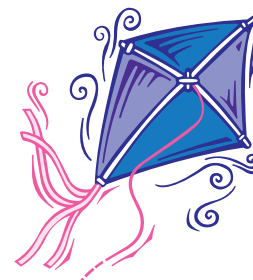
The Secure Student ID Project establishes a process for the Department to assign a unique student identifier to each student in the state. Particular emphasis will be placed on security—ensuring that only those with a right to access data are able to do so.

Each student will be assigned an ID before the next time they take a state assessment or when they enroll as a new student in an Oregon school. When a student moves from one district to another or changes his or her name, the student information will follow, facilitated by the student ID.

The ability to collect testing information for a student over a period of years is important to monitor the ongoing effectiveness of programs and to maintain Oregon's current level of funding for federal programs. Districts will find benefit in improved student and program participation data availability and lowered data transmission costs in the long term.

A numbered memorandum will be distributed to superintendents and school data managers soon about the project.

E-mail [Kathy Kollasch](mailto:kollasch@doe.or.gov) or [Larry Hartzell](mailto:lhartzell@doe.or.gov) or call 503-378-3600 ext. 4496.



## Social Science Opportunities for Educators

A variety of opportunities for involvement in social studies development activities will be available to Oregon teachers beginning this spring. Listed below are committees and projects where teacher expertise is needed.

- **Social Science Content and Assessment Panel** (2001-2002 school year)—Thirty-five teachers, administrators and other educators are appointed to advise ODE on the development of curriculum and assessment projects. Eight new members are needed to complete the required representation of Oregon's geographic areas.



- **Social Science Work Sample Steering Committee** (July 2001–June 2002)—Six appointed educators are needed to serve on a steering committee to oversee the development of the Social Science Analysis Work Sample and scoring guide.
- **Social Science Work Sample Classroom Project** (August 2001–June 2002)—Thirty teachers are needed to pilot work sample design structures.
- **Social Science Constructed Response Rater** (July 9-11, 2001)—Twenty social science teachers needed to score the grades 5 and 8 extended response papers.
- **Social Science Item Writing** (July 16-20, 2001)—Item writers are needed to develop new statewide assessment items.
- **Instructional Framework Development** (late summer and fall)—A panel of teachers and other educators will be needed to develop the Social Science Instructional Framework.

To receive an application, contact [Leslie Phillips](#) or [Andrea Morgan](#).

## Curriculum Update Workshops to Be Held

A series of workshops designed to provide resources and training on Oregon's standards-based educational system will be held in various regions around the state during April. Emphasis for the 2001 workshops will be in the arts, physical education, second languages, and instructional technology.

Schools may send teams of teachers, curriculum directors, principals, parents, and others interested in the school curriculum to the sessions, which will emphasize implementation of common curriculum goals and content standards.

The workshops will be held in Nyssa, Pendleton, Hillsboro, Coos Bay, and Medford. Information can be obtained through ESDs in these cities or [www.ode.state.or.us](http://www.ode.state.or.us).

Contacts for the workshops are (phone 503-378-3600):

- The Arts—[Rex Crouse](#), ext. 2277
- Physical Education—[Margaret Bates](#), ext. 4503
- Second Language—[Betsy Costi](#), ext. 2278
- Instructional Technology—[Sarah Martin](#), ext. 4447

## Statewide Assessment Test Materials for April High School Testing Window

Test materials for high school writing and mathematics problem-solving assessments will be sent to school districts soon. The testing window is April 28 through May 12.

Sophomores who have not yet taken these assessments this year should be tested. In addition, students in grades 10, 11, or 12 who need to retest in either writing or mathematics problem-solving may do so during this testing period.

The Test Administration Manual and The Field Coordinator's Guide for the April/May testing window are currently available on the Department's web site, [www.ode.or.us/asmt/administration/manuals](http://www.ode.or.us/asmt/administration/manuals). Copies of the manual and guide will be included with the test materials shipment.

## Back to School Week

Many schools are on board for Back to School Week April 30-May 4 with a variety of activities to involve community members, legislators, city councilors, and other local elected officials, and newspaper, radio, and TV media.

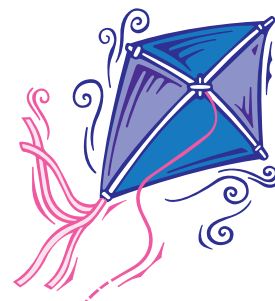


Last year over 400 Oregon schools participated, with overwhelmingly positive responses to the activity. More participating schools are anticipated this year. The week-long event is coordinated by the Statewide Organization for Schools, a nonprofit organization dedicated to bringing the community back into schools.

A new web site is available at [www.sosoregon.org](http://www.sosoregon.org) with a variety of helpful information. A "Feedback Form" can be used to register planned activities. SOS will be sending out a media packet soon with a list of every event that has been registered. Activities can also be registered by phone at 503-228-3465, fax at 503-228-3895, or mail to Statewide Organization for Schools, 310 SW Fourth Ave, #510, Portland 97204.

If you need additional test materials and/or have questions regarding test materials, contact your district test coordinator. District test coordinators have a supply of additional materials and know how to request more if needed.

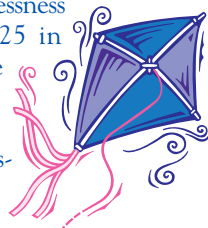
For further information, contact [Elaine Hultengren](#), 503-378-3600 ext. 2345.



## Upcoming Conference/Institute Opportunities

### Homelessness Conference

A conference on homelessness will occur April 23-25 in Hood River. The theme for the 14th annual conference of the Oregon Coalition on Housing and Homelessness is *The Continuum of Opportunity*.



Registration materials may be obtained from: OCHH, 3896 Beverly Ave NE – Ste J-6, Salem 97301 or by call 503-361-1243. Registration fees are \$145 per person.

### Effective Prevention Programs

The Oregon Department of Education and the University of Oregon's are co-sponsoring the 4th annual Teacher Training Summer Institute on Violence and Destructive Behavior and Substance Abuse Prevention Programs. "Effective Prevention Programs" will take place June 18-21 at the University of Oregon. The purpose of this institute is to train teachers and counselors how to implement proven effective prevention programs in Oregon schools. Registration fees are based on the curriculum chosen by the participants. Registration materials may be obtained by contacting [Karen Hull](mailto:karen.hull@ode.state.or.us), 503-378-3600 ext. 2704. Registration and fees must be postmarked by April 23.

### Oregon Charter School Conference

The Department, charter school developers, and their sponsoring school districts are scheduled to celebrate National Charter Schools Week on May 3 and 4 at the Wittenberg Inn in Salem. A reception honoring the many partners that have participated in the implementation of Oregon's charter school legislation will be held Thursday, May 3, from 5-7 p.m. A variety of workshops, panel discussions, and displays will

be presented during the conference. More information on the first annual Oregon Public Charter School Conference, "Charting a New Course," can be found at [www.ode.state.or.us/cifs/charterschools/conference.pdf](http://www.ode.state.or.us/cifs/charterschools/conference.pdf) or by contacting [Joni Gilles](mailto:joni.gilles@ode.state.or.us) at 503-378-3600 ext. 2276.

### Special Education Summer Institute

Office of Special Education's annual Summer Institute will be held July 23-27 at Newport Middle School. Registration is available on the Department's events registration web site [www.ode.state.or.us](http://www.ode.state.or.us).

As part of the institute, there will be a special 5-day course designed for new district special education administrators.

Contact [Laura Pehkonen](mailto:laura.pehkonen@ode.state.or.us), 503-378-3600 ext. 2313.

## TIMSS Test News

Test results were released yesterday for the 1999 Third International Mathematics and Science Study (TIMSS-R). Thirty-eight countries and 13 U.S. states participated.

Oregon eighth graders scored above the national and international averages on the science test and also outscored students nationally and internationally on the math test.

In science, Oregon eighth graders exceeded the international average (536 to 486), outperforming 20 countries, similar to 17. Only 1 country significantly outscored Oregon.

In math, Oregon eighth graders exceeded the international average (514 to 487), significantly outperforming 17 countries, similar to 15 countries. Six countries outperformed Oregon in mathematics.

## Item Writing Workshop Recruitment

The Office of Assessment and Evaluation is recruiting educators for the annual Item Writing Workshop, July 16-20 at Westview High School in Beaverton. The purpose of this session is to write items for the state-wide assessments, mathematics, reading/literature, science and social sciences.

Item writers will develop test items for future administrations, and gain first-hand knowledge about aspects of Oregon's state-wide assessment program.

The Department is recruiting English as a second language (ESL), special education, and Title I educators.

Applications are being accepted through April 20 at [www.ode.state.or.us/asm/develop/itemwriting](http://www.ode.state.or.us/asm/develop/itemwriting). Contact [Elaine Hultengren](mailto:elaine.hultengren@ode.state.or.us), 503-378-3600 ext. 2345.

Of the 13 participating states, only Michigan outperformed Oregon on science, while Michigan, Texas, and Indiana posted higher math scores. Other states taking part included Massachusetts, Connecticut, South Carolina, Idaho, Illinois, Maryland, Pennsylvania, Missouri and North Carolina.

The TIMSS' results are the first in a series of academic indicators for math and science to be released this year. Results of a national math test will be released in July, a national science test in September, and state math and science test results this summer.

Additional information about the TIMSS tests can be accessed at the following web site: [timss.bc.edu](http://timss.bc.edu). The Department's news release on the tests can be found on the web site at [www.ode.state.or.us](http://www.ode.state.or.us).

If you have questions or comments about this publication, please contact [Barbara Wolfe](mailto:barbara.wolfe@ode.state.or.us), communications team, at 503-378-3600 ext. 2219.