



From the Desk of Susan Castillo State Superintendent of Public Instruction

In a few days Governor Kulongoski and I will submit Oregon's application for the first round of the federal Race to the Top grant competition. The initial awards will be announced in April, with the second round of applications due June 1. Oregon has a good chance at being selected and your district's commitment to participate in the effort can improve our chances. If you haven't taken a moment to learn about the initiative, read on and please consider signing on as part of the application.

As part of the American Recovery and Reinvestment Act, the U.S. Department of Education has put \$4 billion on the table with its Race to the Top initiative to support education innovation and reform in states that have shown a willingness to change. These grants are competitive, with only certain states selected to receive support – in Oregon's case up to \$175 million. Nearly 200 educators and advocates from around the state have been working hard over the past several months to put us in a solid position to get to "the top." The work groups and design team developed Oregon's application based on the best practices of Oregon school districts and how we can scale up those innovative efforts to share them across Oregon. A list of participants and the draft recommendations can be found at the ODE Race to the Top [website](#).

But showing a strong agenda for innovation and reform is only part of how our application will be judged, we must also show a strong base of support for that agenda around the state. Federal grant reviewers will be looking specifically at whether school districts, business and community groups, as well as educators' labor organizations are signed on to the application as well. Every school district superintendent has received an [invitation](#) from me and the Governor to join this effort. I encourage you to look at the [recommendations](#) and consider joining this statewide effort to scale up the best educational practices of our state. To date, Columbia Gorge, Crook County, Klamath County, LaGrande, Rainier, Salem-Keizer, Seaside, Sheridan, Sherwood, Siuslaw, Tillamook, Warrenton-Hammond, and Willowa school districts have joined this significant opportunity to raise student achievement by signing a [memorandum of understanding](#) and [scope of work](#).

I'm optimistic about Oregon's chances for Race to the Top because we have already made major progress in several of the core areas cited by the U.S. Department of Education. We've adopted an integrated system of standards and assessments that prepare students for success in college and the workplace. Our work on student proficiency stands out nationally as an effective, standards-based method of instruction and we are leading the way with our online student assessment system to use data in smart, strategic ways to help empower educators and raise student achievement. This is an historic opportunity to help finance school reform in Oregon and better prepare our students to succeed in education after high school and in the workforce. Using the work of educators across Oregon, we now have the principles and template for how to share best practices and raise the bar on academic achievement. And, perhaps most importantly, we have the opportunity to do this in partnership with a broad range of stakeholders working together to achieve success. This is a race we can only run as a team, and with your good work we will reach the top — together.

In This Issue ...

Profiles in Leadership

Common Core State
Standards Initiative

ECMC Foundation

Science Camp

World Languages
Teacher Training

Summer Food
Programs

NAEP

Qualified School
Construction Bonds

Exclusion Date

ODE News Release
Calendar

Math & Science Grant
Request Proposals

History Teacher of
the Year Nominations

Healthy KidsConnect

SAT Ordering

Oregon Data Project

Commodities
Ordering

And More...

Profiles of leadership Series: Michelle Hooper

It is too easy sometimes to forget that there are real people behind the policies here at ODE. We have assembled a terrific leadership team, and I wanted to take a bit of space here to tell you about the remarkable individuals who are working day in and day out to improve Oregon's schools and students.

Michelle Hooper has got a big job to go along with the joint title of Director of Systems Management and Coordination / Teaching and Learning.

Michelle succeeds at this challenge because she is such an effective communicator and incredibly well-organized, able to focus and prioritize her work. Most important, she delivers, gets things done, and done on time.

A Texas native, Michelle was a high school social studies teacher before earning her MS and PhD from Oregon State University. She then served as an assistant professor in teacher education at Stephen F. Austin State University. She wrote her doctoral dissertation on racial identity development and racial perceptions among adolescents, an expertise that serves her well as we work hard here in Oregon toward closing the achievement gap.



Michelle Hooper

She has been with us at ODE for over 4 years and has made an impact on work that ranges from developing new math and social studies content standards to organizing the recent ODE Superintendent's Summer Institute in Eugene.

The unifying element for much of her work, however, is the Oregon Diploma. "It really includes all individuals on the continuum," she says. "I believe it has helped the education community to coalesce around a common goal."

Common Core State Standards Initiative (CCSS)

The [Common Core State Standards Initiative](#) is a joint effort by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) in partnership with Achieve, ACT and the College Board. Governors and state commissioners of education from 48 states, including Oregon, have committed to this state-led process to develop a common core of state standards in English language arts and mathematics.

To learn more about the CCSS and Oregon's involvement, visit the ODE website at <http://www.ode.state.or.us/search/page/?id=2860>. On this page there is a link to the CCSS site and an email address to provide ODE with feedback on the Common Core standards. For more information contact: C. Michelle Hooper, Director of Teaching and Learning at michelle.hooper@state.or.us or (503) 947-5694

ECMC Foundation Scholars Program

Across Oregon, eight high schools participate in the ECMC program, with ten students from each school eligible to earn \$4,000 toward the first year of college and an additional \$2,000 the following year. ECMC has pledged \$1.86 million to Oregon graduates since the Class of 2008.

The schools in the program were chosen because they have a high number of low-income students and a low number of college-bound students. They represent Oregon's geographical range: Centennial Learning Center (CLC), La Pine High School (Bend-La Pine), Illinois Valley High School (Cave Junction), Madison High School (Portland), Milwaukie High School, Pendleton High School, Willamette High School (Eugene), and Woodburn High School.

The ECMC Scholars program is not just a reward for graduates who work hard and do well, but also an incentive program that identifies promising students as sophomores and helps them to reach their goals. At CLC, for example, the students selected to participate are paired with teacher/advocates who provide mentoring and academic counseling. The students meet in monthly workshops to discuss topics such as college and careers.



That level of commitment to opportunity — to equity and to academic rigor — is going to help us reach our goals of closing the achievement gap. The ECMC Scholars program shows how much our students can achieve if we set high expectations and give them the support to reach their potential. "The ECMC Scholars Program is a wonderful opportunity for students," said Susan Castillo, Oregon State Superintendent of Public Instruction. "The scholarships are changing lives, as they help students realize they can successfully work toward going to college. I want to thank the ECMC Foundation for their vision and financial support."

About ECMC Foundation

ECMC Foundation helps underserved, college-bound students reach their potential and further their education goals. Through innovative outreach programs, we convey to students the importance of completing high school, and continue our mission by developing and distributing programs that focus on college access, retention and success. To learn more go to: <http://www.ecmcfoundation.org>

National Youth Science Camp Honors Program

The National Youth Science Camp (NYSC), hosted and sponsored by the National Youth Science Foundation, is an intense all expenses paid three-week camp (June 29 – July 23, 2010) that honors and challenges two graduating high school students from each state. Scientists who work on some of the most provocative topics in science today present lectures and hands-on science seminars and linger to interact informally with the student delegates.

To apply, students must download the application packet from www.nysc.org/2010 and follow the enclosed instructions. Applications must be received at the ODE no later than January 22, 2010. Contact: [Cheryl Kleckner](mailto:Cheryl.Kleckner@ode.state.or.us), 503-947-5794.

World Languages Teacher Training Workshop – SAVE THE DATE

On March 5, 2010 the Business Education Compact, a long-standing sponsor of teacher training workshops, will host its first world languages teacher training workshop on a proficiency-based approach. More information, including workshop location and registration information, will be announced soon. Please note that workshop enrollment capacity will be capped.

Pilot programs that currently implement a proficiency-based approach in world languages (and other subjects) are seeing dramatically positive differences in student performance. As these models continue to develop and results improve distinctly over conventional approaches, a proficiency-based approach is certain to spread as a best practice.

Please consider investing in this opportunity to join a network of world language teachers who have already enjoyed great success with a proficiency-based approach.

For more information please contact: [Scott Mattoon](#), University of Oregon, 541 346-0567.

Call to Action Hunger Doesn't Take a Summer Vacation

Hunger does not take a break during the summer when most children lose access to school-based federal nutrition assistance.

As we face this economic crisis in Oregon, schools have an especially important role this summer in helping to feed our children. The Summer Food Program helps feed children in low-income areas, regardless of household income, during the summer when school is not in session.

Meals children receive at school during the school year have a huge impact on their overall health. A lunch meets one third of a child's daily nutritional needs, and a breakfast meets one fourth of a child's daily nutritional needs. During the summer months when school is not in session, children often miss out on these important meals.

It is time to plan now. The Oregon Department of Education urges all superintendents to open their schools and kitchens during the summer and feed their community children by participating in the Summer Food Program.

As you are planning for the coming months we encourage current Summer Food Program sponsors to operate the program for the entire summer since we know families will depend on free meals to stretch their family budget

Oregon's children are our future. Please partner with the Oregon Department of Education to help keep them well fed and nourished during the summer months by participating in the Summer Food Program.

For more information please call the Oregon Department of Education Child Nutrition Programs at (503) 947-5892.



Achievement Gaps in 2009 NAEP Math Results

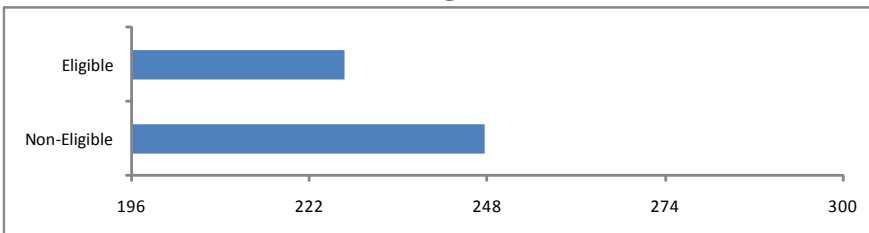
Results from the 2009 National Assessment of Educational Progress (NAEP) math assessment show differences in average scores between student groups in Oregon. These differences are often called “achievement gaps.” The December Pipeline included an article about achievement gaps between students from various ethnic/racial groups. This article examines achievement gaps between female and male students and between economically advantaged and disadvantaged students.

On the 2009 NAEP math test for Oregon’s 4th graders, the average score for female students was 236, while the average score for male students was 240. The achievement gap between female students and male students was 4 points. The average score for female students fell near the 45th percentile of male students’ scores. This is a small gap. The gap in Oregon is no different from the gap nationally.

On the 2009 NAEP math test for Oregon’s 8th graders, the average score for female students was 283, while the average score for male students was 287. This difference in average scores was not statistically significant. Nationally, male students scored statistically higher than female students by 2 points.

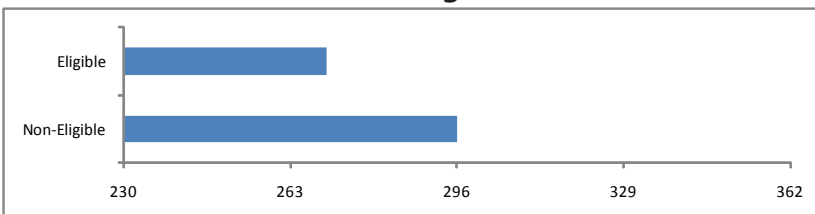
Eligibility for free or reduced price meal benefits through the National School Lunch Program is the most commonly used indicator of economic disadvantage. It is the indicator used in NAEP. In 2009, the average score for eligible 4th grade students was 227, while the average score for non-eligible students was 248.

Math, Grade 4, NAEP 2009, Oregon



The achievement gap between eligible students and non-eligible students was 20 points (due to rounding). The average score for eligible students fell near the 22nd percentile of non-eligible students’ scores. This is a large gap; however, the gap in Oregon is no different from the gap nationally. In 2009, the average score for eligible 8th grade students was 270, while the average score for non-eligible students was 296.

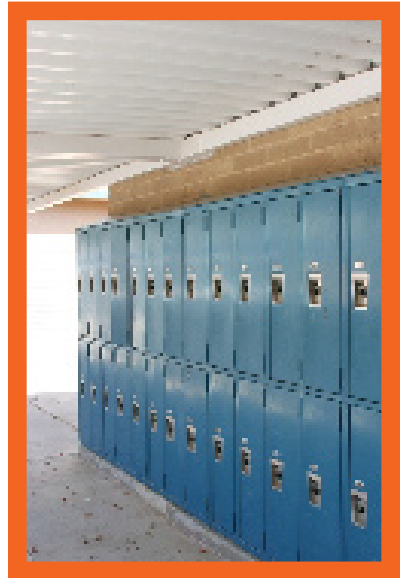
Math, Grade 8, NAEP 2009, Oregon



The achievement gap between eligible students and non-eligible students was 26 points. The average score for eligible students fell near the 22nd percentile of non-eligible students’ scores. This is a large gap, and again, the gap in Oregon is no different from the gap nationally. For further information, visit the online [NAEP Data Explorer](#) or contact [Beth LaDuca](#), Oregon’s NAEP State Coordinator.

2010 Qualified School Construction Bonds

The application for 2010 Qualified School Construction Bonds is now available on the Oregon Department of Education's website. The Department will begin accepting applications January 4, 2010, with a deadline to apply for the first half of the year awards by February 1, 2010. The QSCB program allows school districts to borrow at a zero interest rate. You can download the application on our website here: <http://www.ode.state.or.us/search/page/?=1402>



- We anticipate that Oregon will be allocated approximately \$113 million in borrowing authority for 2010, roughly the same amount Oregon was allocated for 2009.
- Half of Oregon's 2010 allocation (approximately \$56.5 million) will be available in the first half of 2010, with the application period running from January 4, 2010 through February 1, 2010. LEAs placing a bond levy before the voters in May 2010 can apply for QSCB authorization in the January 4 to February 1 application period in anticipation of voter approval. If the voters reject the levy, the authorization will automatically revert back to ODE.
- Any unused borrowing authority from 2009 will be carried over for re-allocation to LEAs in 2010. At this time, we do not know how much, if any, unused authority from 2009 will be carried over to 2010.
- The maximum amount of borrowing authority allocated to an LEA will be \$15 million in 2010, down from \$25 million in 2009. The limit has been reduced because we anticipate a larger number of LEAs will be seeking borrowing authority in 2010.

For more information, contact Brian Reeder at the Oregon Department of Education, Brian.Reeder@state.or.us or 503-947-5670.

Security and Use of Student SSIDs



Displaying student SSIDs with student names on any non-secure materials compromises the security of confidential student information. ODE has advised districts that student body cards distributed to students are not secure, and has encouraged districts to avoid printing student SSIDs on student body cards.

To improve security of confidential student information, ODE will prohibit districts from printing student SSIDs on student body cards starting in 2010-11. Districts that currently use this practice should be aware that it compromises security of student SSIDs and other confidential student data linked to SSIDs.

Similarly, districts may not print or display the SSID on any un-secured material that includes the student name or other identifiable information.

Immunization School Exclusion Date: February 17, 2010

Information provided by the Oregon Public Health Division

In Oregon, students in preschool through 12th grade must be immunized, or have a religious or medical exemption. Oregon's immunization laws help protect kids against 11 different vaccine preventable diseases: Diphtheria; Hepatitis A; Hepatitis B; Hib (only for children under 5 years) Measles; Mumps; Pertussis; Polio; Rubella; Tetanus; and Varicella (Chickenpox). If students don't provide records showing that they are up-to-date on each of the vaccines required for their grade, they'll be excluded from school on February 17, 2010, until they get the shots and their records are updated. Immunizations needed for each grade can be found at: <http://www.oregon.gov/DHS/ph/imm/docs/SchBusEng09.pdf> (English) or <http://www.oregon.gov/DHS/ph/imm/docs/SchBusSpn09.pdf> (Spanish).

Immunization news for schools:

- One dose of Tdap vaccine is required for students in 7th and 8th grades this year. Tdap vaccine protects against three diseases: tetanus, diphtheria, and pertussis. Pertussis, or whooping cough, is the most common of these diseases. Adults younger than 65 years of age should also get the Tdap vaccine if they haven't had a recent booster. Vaccinating adolescents and adults helps protect the person who gets the vaccine. It also helps prevent spread to infants who are too young to be fully protected by vaccines, and who are at greatest risk of serious disease.
- Two doses of Hepatitis A vaccine are required for students in Kindergarten and 1st grade. Please note that this year's 2nd-7th graders will be required to have Hepatitis A vaccine before they graduate. Start collecting these records now!
- Tdap and Hepatitis A vaccine requirements will expand to additional grades—see www.oregon.gov/DHS/ph/imm/docs/SchDrftSchdTdap.pdf for the complete phase-in schedule.
- In 2008-2009, 36,784 exclusion orders were sent and 4,667 children were excluded on exclusion day, approximately twice as many as the prior school year.

Find out more about Oregon's school and childcare immunization law at: www.oregon.gov/DHS/ph/imm/school. For more information contact: Stacy de Assis Matthews, Immunization School Law Coordinator, stacy.d.matthews@state.or.us, 971-673-0528.

Free Vaccines for Children

Did you know that many children can receive immunizations at little or no cost?

Vaccines for Children is an entitlement program to help make sure kids can get the vaccinations they need to stay healthy.

Who is eligible? Children through 18 years of age are eligible for **Vaccines for Children** if they meet one of the following criteria:

- No insurance
- Medicaid/Oregon Health Plan
- American Indian/Alaska Native
- Underinsured (only in Federally Qualified Health Centers or Rural Health Clinics)

Where? There are over 600 Vaccines for Children providers in Oregon. To find out where to get shots, call your health care provider, local health department or 1-800-SAFE-NET.



ODE News Release Calendar

Because nobody likes surprises...here is the ODE communication planning calendar for the remainder of 2009-10 school year. The purpose of the calendar is to help everyone plan for what's coming.

January 2010

EdWeek "Quality Counts"
Joint Common School Fund release w/ State Lands
JANUARY 28-29: State Board Meeting

February 2010

School Wellness Award Announcement
PE Minutes survey results
State Match Requirements for School Breakfast/Lunch Programs
FEBRUARY 3: Fall Membership

March 2010

School Calendar for Upcoming School Year
Free/Reduced Lunch Report
MARCH 10: Special Education Child Count
MARCH 11-12: State Board Meeting
Consolidated State Performance Report under NCLB
Edweek "Technology Counts"
MARCH 31: Special Education Report Cards

Spring Break 2010: March 20-28

April 2010

APRIL 14: Dropout Report/Graduation Rate/High School Completers
APRIL 22-23: State Board Meeting

May 2010

MAY 20-21: State Board Meeting

June 2010

Substitute Teacher pay rates
State Board - New Officers/New Members
EdWeek "Diploma Counts"
JUNE 24-25: State Board Meeting

July 2010

Joint Common School Fund release w/ State Lands

Oregon Mathematics and Science Partnership Grant Request for Proposals

The Oregon Department of Education (ODE) has released the [Request for Proposal \(RFP\)](#) for the Title IIB Mathematics and Science Partnerships (MSP) grant program for the 2010 funding cycle. Applications must be received at the ODE by 12:30 p.m. on **April 26, 2010**. Title II, Part B of the No Child Left Behind Act (NCLB) authorizes a Mathematics and Science Partnership competitive grant program within each state. The program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

ODE is responsible for the administration of this competitive grant program and will make awards to partnerships of high-need school districts and science, mathematics, and/or engineering departments within institutions of higher education. The overall goal is to give school districts, and higher education mathematics and science faculty, joint responsibility for improving mathematics and science instruction through the process of implementing partnerships that provide high-quality professional development for K-12 teachers. Please contact [Cheryl Kleckner](#) or [Mark Freed](#) if you have any questions.

Assessment of Essential Skills: Options for Limited English Proficient Students



At their December meeting, the State Board of Education adopted a policy allowing some LEP students the option of demonstrating the Essential Skills in a language other than English.

On December 7, an [Executive Numbered Memorandum](#) was sent to you on this policy. Also available on the web is the [docket](#) presented to the State Board on December 3. We know that many of you may have questions about this policy and we hope that the FAQs below will help to address these questions.

Q: What does this policy mean for my district?

A: Your district will need to develop and adopt a process which allows LEP students to demonstrate proficiency in the Essential Skills if the students meet certain criteria.

Q: What criteria must LEP students meet to be eligible for this option?

A: All LEP students will have the option of demonstrating the Essential Skill of Apply Mathematics in their native language for purposes of gaining a high school diploma. For the Essential Skills of Reading and Writing (and additional Essential Skills as adopted), students must meet the following criteria in order to use this option for graduation purposes:

Student must have been in US schools 5 years or less.

Student must achieve at least a level 3 on the ELPA.

Q: What about other graduation requirements?

A: LEP students utilizing this option must still meet all other graduation requirements, including credit completion, in order to receive an Oregon high school diploma.

Q: When will my district need to have this process in place?

A: A date has not yet been set for this, but it will be addressed in the forthcoming OAR.

Q: When is the OAR going to be in place?

A: The OAR should be in place by the start of the 2010-11 school year. Over the coming months, ODE will work with stakeholders and partners on refining the details needed for this rule. The draft will then go through a public review process, a review by the State Board of Education, and finally, adoption by the State Board. It is our hope that the State Board will adopt this policy into rule this coming summer.

Q: What type of assessment options will be available to students who wish to demonstrate their Essential Skills in a language other than English?

A: Translated work samples and Spanish language OAKS assessments will be the most common methods, but ODE will work with districts to explore additional resources and options.

