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Oregon Department of Education

MAY 2005



From the desk of Susan Castillo State Superintendent of Public Instruction

I would like to share a few of my comments from the first Celebrating Student Success Awards banquet, held on April 29. That night, we celebrated a small group of schools, but they represent all the great work going on across the state:

"We are here tonight because we believe passionately in the work we are doing in closing the achievement gap. We believe that all our children, regardless of the color of their skin, the language they speak at home, or the money their parents earn, are entitled to a top-notch education. Every school is unique, with its own formula for success, and the most valuable ingredient is the people. A building is made of bricks and mortar. But a school is the sum of its people—educators, kids, families, community volunteers—all working together to make a place special.

Tonight I want to take some time to talk about what outstanding schools have in common. Everything begins with strong, dynamic leadership. And by leadership, I don't just mean the superintendent and principal. I also mean leadership from teachers, aides—and parents, too, who are willing to show initiative and hold one another accountable to the very highest standards. Leadership is focused work toward a single goal: Raising achievement for ALL students.

Next, winning schools use data to hold themselves accountable. They don't just glance at test averages and say, "We're doing OK" or "We need to do better." They disaggregate data and spend time crunching the numbers to examine the impact of their work—what is creating the results we all want and what needs to be done to improve.

All outstanding schools are fundamentally committed to literacy. It doesn't matter so much what high quality curriculum schools choose. It could be Success for All or CORE or any number of excellent, research-based reading programs—even some that schools have developed themselves. These schools all aggressively pursue parent participation, getting families involved in clubs, sports, school clean-ups—you name it. They'll do practically anything to get a family in the door. And when parent-teacher conference time comes, there's no question that parents are going to show up.

Finally, the single most important thing winning schools share in common is an unshakable, rock-solid belief that every child—every child—can learn and achieve great things. This isn't just educational rhetoric—it's at the heart of everything that goes on inside a school building. It is a privilege to celebrate your success."

Please feel free to contact me at superintendent.castillo@state.or.us.

Sincerely,

Susan Castillo

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2004-05 Report Cards/Adequate Yearly Progress (AYP)

What is new for report cards and AYP for 2004-05?

Assessments used: Writing results from grades 4 and 7 will be included in determining the participation rate for both AYP and report cards and in the determining AYP performance in the 2004-05 reports. Math and reading results from grades 4, 6, and 7 for 2004-05 are not eligible for inclusion since performance standards have not been set prior to student testing.

AYP changes: The state targets for 2004-05 rise to 50% for English/Language Arts and 49% for Mathematics. In addition, subgroups must meet the statewide attendance target of 92% to meet AYP through academic growth ("safe harbor").

Report Card changes: For 2004-05, enrollment on the first school day in May will be used to calculate participation and performance rates for the report cards. Only the highest test score of a student enrolled for a "full academic year" taking a standard test administration of a test at or above the student's grade-level will be included in the calculation of student performance.

A complete list of changes for 2004-05 is available at www.ode.state.or.us/initiatives/nclb/pdfs/anticchangesayprc0405_03152005.pdf.

A numbered memorandum has been issued by the Department to communicate policy decisions related to determining AYP and school report card ratings for 2004-05, notify districts of the timeline for issuing reports for 2004-05, and request the assistance of districts to ensure accurate reports are provided for all schools and districts at www.ode.state.or.us/pubs/memos/memos2004-05.aspx.

Updated AYP and Report Card Manuals are also posted on the web.

A schedule of key dates for AYP and report cards, including data collection due dates that affect AYP and report card data, is shown below.

APRIL 15—Spring Student Membership 04-05 Collection opens (required for AYP determinations)

MAY 1-30—Spring Validation Window of Report Card Data Elements. Changes made after this date to data elements included in the validation will not be reflected in AYP, Report Card or Assessment Group report results.

MAY 1—NCLB English Proficiency 04-05 Collection opens (required for AYP determinations)

JUNE 1—Student tests records for all subjects and tests (except Writing administered in Spring Testing Window) loaded in Student Centered Staging

JUNE 3—Extract of data from Spring Student Membership 04-05 and NCLB English Proficiency 04-05 Collection for application to test records and generation of virtual records

JUNE 13—Pre-preliminary school and district AYP data and report card detail data on Department's district secure website

JULY 8—Due date for Annual ADM 04-05, NCLB Staff 04-05, Class Size 04-05. Due date for Early Leaver 04-05 and School/Program Registration Collections 05-06 used for 05-06 AYP and report cards.

JULY 25—Last date for changes to:

- Spring Student Membership 04-05,
- NCLB English Proficiency 04-05, and
- Assessment test records for inclusion in preliminary AYP reports. These preliminary reports are released to the media and

general public. Districts that wish to have final AYP determinations match these preliminary AYP determinations should complete edits to these collections by this date. (NOTE: For the 2005-06 reporting year, this date is anticipated to be moved up to July 1, 2006)

AUG. 2—Preliminary school and district AYP designations with supporting data on Department's district website. Preliminary report card detail sheets on Department's district website

AUG. 5—Public release of preliminary AYP designations for all schools and districts on the Department's website

AUG. 5-26—Requests by districts for AYP data reviews prior to final designation of AYP

AUG. 5-SEPT. 28—Fall Validation Window of Report Card Data Elements. Changes made after this date to data elements included in the validation will not be reflected in Report Card publications

AUG. 17—Due date for Suspensions/Expulsions/Truancy 04-05

AUG. 26—Last date for changes to:

- Spring Student Membership 04-05
- NCLB English Proficiency 04-05
- Assessment test records

Changes made after this date to these data elements will not be reflected in final AYP determinations, report card or assessment group report results.

SEPT. 1—Requested AYP data reviews completed for all schools and districts

OCT. 10—District preview of 2004-05 school and district report cards, including final AYP designations and

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Report Cards/AYP

(continued from page 2)

supporting detail sheets, on Department's district website

Oct. 13—2004-05 school and district report cards, including final AYP designations and supporting detail sheets, available to public on Department's website

No later than Mar. 31, 2006

Distribution of school and district report cards completed by districts. Districts are responsible for downloading, duplicating, and distributing report cards as described in the Report Card 2004-05 Policy Manual

For more information, contact [Jon Bridges](#), 503-378-3600 ext. 2287.

Healthy Kids Learn Better—Free Conference

A FREE conference for school health and physical educators, nurses, counselors, administrators, and prevention specialists will be held in La Grande this summer at Eastern Oregon University.

This is an opportunity to get intensive training around topics such as writing wellness policies for your school and/or district, asthma management in schools, standards and assessment training in health education (alignment to the newly adopted health education content standards), technology in physical education, fetal alcohol syndrome, and many more. PDUs will be offered, as well as graduate level credits.

Scholarships are available for travel, lodging, and food. If you are interested in reading more about this opportunity, go to www.healthykidslearnbetter.org.

Online registration is up at www.ode.state.or.us/news/events/. If you have any questions, contact [Jesse Bogli](#), 503-378-3600 ext. 4425.

New Edition of Oregon Standards Newspaper Available Soon

School districts that need the 2005-06 edition of the *Oregon Standards* newspaper for summer professional development, can request copies prior to the regular August distribution date. These advance copies will be available for shipment in mid- to late June.

The *Oregon Standards* newspaper contains the state's academic content standards, which are statements of what students are expected to know and be able to do in particular subjects, and at specific grade levels.

The new edition includes the recently adopted arts and health education standards, revised PASS standards, newly organized Oregon Skill Sets, and language functions

E-Grant Management System (EGMS)

We are actively working to make the electronic grants management system (EGMS) accessible to our customers. We refer to the process of making EGMS available to our external customers as Phase 2. Our goal is for Phase 2 to be completed by Sept. 30.

Phase 2 will be completed in 3 steps:

- Step 1—for our customers to be able to view the information in EGMS
- Step 2—for identified people to be able to submit the Department's Subgrant Claim Statements electronically
- Step 3—will make reports available to view and print

If you have any questions about EGMS, contact Melinda Weinmann at ODEGrantsMgr@ode.state.or.us or call 503-378-3600 ext. 4460.

and forms for the English language proficiency standards.

For more information regarding the *Oregon Standards* newspaper, contact [C. Michelle Hooper](#), 503-378-3600 ext. 2229.

To request copies of the 2005-06 edition, contact [Robin Filley](#), 503-378-3600 ext. 2282.

Summer Reading Program

The Oregon Department of Education is sponsoring the 28th Annual Summer Reading Program. The Summer Reading Program has been successful in motivating students to read during the summer vacation. Over the past twelve years, we have seen a steady increase in the participation of Oregon's students in the Summer Reading Program.

Here is how it works:

- Students who read at least ten books can receive a certificate
- Books must be read between May 15 and Sept. 15
- Students write a letter including their name, return address, titles of the books read, and the signature of the parent or guardian
- Send the letter to the Oregon Department of Education, Summer Reading Program, 255 Capitol St. NE, Salem, OR 97310
- The Department will send the certificate
- The Department contact for the Summer Reading Certificates is [Pat Bruebaker](#), 503-378-3600 ext. 2210
- Parents can also check to see if their local school is participating in the program

Opportunity for Item Writers, July 18-20: English Language Proficiency Assessment Project

It is that time again when we are looking for qualified educators to participate in this summer's English Language Proficiency Assessment (ELPA) item writing opportunity.

We are looking for educators who are:

- Bilingually endorsed
- ESL and/or TESOL endorsed
- Experienced in instructing Native American/Alaska Native students
- Experienced in instructing immigrant/migrant students
- Bilingual/special education endorsed and/or
- TESOL endorsed and a reading, writing, mathematics, science, or social science content educator

Experience with other ELP item writing opportunities or overseas teaching ESL experience will also be considered.

Sustaining Scientific Inquiry: Oregon Science Teacher Leaders Institute

Science educators, mark your calendars for July 26- 28 for the fourth annual Oregon Science Teacher Leaders Institute.

This science institute is designed to improve student learning through professional development for K-12 teachers, administrators, specialists, and pre-service teachers. Facilitators are active educators who will provide specific sessions for elementary, middle, and high school teachers. This year's institute has a focus on Professional Learning Communities and district or school teams are encouraged to apply.

Tuesday, July 26, will provide instruction and experience using the Oregon Scientific Inquiry Scoring Guide. Wednesday and Thursday,

In addition to earning extra money during this professional development opportunity, PDUs will be awarded and college credit will be available. Item writers will also gain a broader understanding of the English language proficiency standards document's functions and forms, English language proficiency assessment development and the item writing process. Participants will be working in a modern, up-to-date computer lab with nationally recognized leaders in the field, utilizing Language Learning Solutions' technology to process items.

NOTE: ELP Content and Assessment panel members are ineligible for this opportunity. However, please feel free to pass this information along to your colleagues.

To take advantage of this item writing opportunity or for more information, contact Mandy Garmen, 541-346-5699, or itmwrite@uoregon.edu.

July 27-28 will feature in-depth professional development in classroom task design and implementation, creating learning communities to support and sustain professional development, improving understanding of a claims/evidence approach to using scientific inquiry in the classroom, and essential features of quality tasks.

The institute will be held on the Oregon State University campus in Corvallis. Registration information and materials are available at the Oregon Science Teachers Association website, www.oregonscience.org/conference.htm.

For more information, contact [Cheryl Kleckner](mailto:Cheryl.Kleckner@oregonstate.edu), 503-378-3600 ext. 2675.

How to Be a Supplemental Education Service Provider

On May 20, from 9 a.m. to 11 a.m., the Department of Education will offer a videoconference describing the process for becoming an Oregon approved supplemental education service provider for school year 2005-06. All potential providers are invited to attend, including private/commercial, ESDs, private schools, alternative schools, private education service providers, distance providers, and community- and/or faith-based organizations.

Supplemental education services (SES) must be provided by districts to low income, low achieving students attending a Title 1A school in Year 3 of School Improvement Status. SES may be tutoring, small group instruction, and distance learning. Instructors need not be provided by "highly qualified" staff as defined in NCLB.

In order to be a supplemental education service provider, the provider must submit an application to the Department that meets the NCLB criteria and is approved by the Department SESP application review panel.

Registration is required on the Department's Events Calendar, www.ode.state.or.us/news/events/. The sites for this videoconference are: Multnomah ESD, High Desert ESD, Southern Oregon ESD, Klamath Falls Union High School, Umatilla-Morrow ESD, Linn Benton Lincoln ESD, and the Salem Teleconferencing Center in Salem. Register for the site you wish to attend.

Contact [Ardeen Sykes](mailto:Ardeen.Sykes@ode.state.or.us), 503-378-3600 ext. 2720.

Violence Prevention Summer Institute to Be Held July 11-14

The Violence Prevention Summer Institute will be held at Oregon State University in Corvallis on July 11-14. You may register online at www.ode.state.or.us/news/events/.

A variety of sessions will be held at this highly acclaimed conference, including:

- Embracing the Shadow & Mending the Sacred Hoop—Dr. Terry Tafoya
- Suicide & Self-Injury—Dr. Lisa Boesky
- Treatment for Adolescent Sex Offenders—John Bergman
- Substance Abuse Prevention Specialist Training—Denise Grothaus
- Taking Action to Stop Bullying—John Lenssen, Jess Bogli
- Skills for Success—Dr. Vicki Nishioka, Dr. Jeffrey Sprague
- Sexual Harassment—Nancy Huppertz
- Promoting Resiliency in Adolescent Girls—The Girls Circle Association
- Anger Management—Dr. Michael Leeds
- Responding to Crisis—Cathy Paine, Kathryn Henderson, Mary Bork
- Parenting Wisely—Dr. Don Gordon
- Cognitive Behavior Intervention Trauma in Schools—Audra Langley
- And others

Certificates will be made available through the Department of Human Services OHMAS, Addiction Counselor Certification Board of Oregon (ACCBO), and the Oregon Department of Education.

Costs for attendance at this year's conference will be:

- 4 days—\$200
- 3 days—\$150
- 2 days—\$125
- 1 day—\$100

Scholarships will be made available to local teams of community and school representatives through the Oregon Criminal Justice Commission, Juvenile Crime Prevention program. Contact [Anna Sikel](#), 503-986-4573, for more information.

Sponsors for this year's conference are:

- Oregon Department of Education
- Oregon Department of Human Services
- Oregon State Police
- Oregon Commission on Children & Families
- University of Oregon's Institute on Violence & Destructive Behavior
- Oregon Criminal Justice Commission

English Language Proficiency Assessment Field Test Participation Opportunity

In the fall and winter of the 2005-06 school year, the Oregon Department of Education will be conducting field tests for the ELP assessment. About 12,000 LEP students and native speakers in grades K-12 are needed for these field tests. The Department is currently recruiting schools for this effort. The dates for these field tests are as follows: Nov. 1-30 and mid-Jan.-mid-Feb. 2006. Incentive for participation: schools will be paid \$1 per student who takes the assessment.

Districts or schools interested in participating in the pilot should contact Mandy Garmen, 541-346-5699, or info@uoregon.edu to request information or sign up for the field tests.

For more information about the ELPA Project, contact [Elaine Hultengren](#), 503-378-3600 ext. 2345.

- Oregon State University's Department of Public Health
- Oregon Youth Authority
- Multnomah County Department of Community Justice

Contact [John Lenssen](#), 503-378-3600 ext. 2709, or [Dianna White](#), 503-378-3600 ext. 2707.

Content and Assessment Panel Recruitment Process Streamlined

Specialists in the Department of Education's Offices of Assessment and Information Services (OAIS) and Educational Improvement and Innovation (EII) have joined efforts in the recruitment of the statewide content and assessment panels. Since about one-third of panel members rotate off each year, new representatives are needed to maintain adequate membership levels. OAIS and EII have created a standardized recruitment package that includes nomination forms for administrators and applications forms for teachers.

Content and assessment panels exist for English/language arts, mathematics, science, social sciences, health education, physical education, the arts, second languages (world languages), and English language proficiency. Responsibilities of the panels include reviewing the academic content standards, instructional resources, and related assessment items. Each panel has approximately 32 members who serve three-year terms, with membership comprised mostly of classroom teachers, as well as some representation from ESDs, higher education, and district curriculum personnel.

For more information on this process or to nominate a teacher, contact [C. Michelle Hooper](#), 503-378-3600 ext. 2229.

Strategies for Student Success, July 19-20 in Portland

The Superintendent Castillo's Summer Institute, Strategies for Student Success, will provide educators with useful teaching, learning, and planning strategies that will help each student be successful in middle school and high school and be ready for transitions to next steps: advanced learning, work, and citizenship.

Pre-Advanced Placement Workshop, May 19-20

Oregon Department of Education, with support from the Western Consortium for Advanced Learning Opportunities (WCALO), is sponsoring a two-day pre-advanced placement workshop for 30 teachers and 30 school administrators in Portland on May 19-20.

Teachers will work with consultants from The College Board on reading and writing strategies and curriculum for middle school and early high school classrooms that prepare students for rigorous advanced placement coursework. Administrators will learn about building and supporting an advanced placement program that emphasizes equity and excellence for all students, and particularly for students from underrepresented populations, and that uses data for decision making.

To qualify for participation, teachers' and administrators' schools must have 40% or more of their students qualified for free and reduced lunch. Workshop fees and teacher substitute costs are covered by a generous grant from WCALO. Registration materials will be posted at www.ode.state.or.us/search/results/?id=118.

For more information, contact [Andrea Morgan](mailto:Andrea.Morgan@ode.state.or.us), 503-378-3600 ext. 2289.

The institute will be held July 19-20 at the Oregon Convention Center in Portland.

Twelve nationally recognized experts will provide keynotes and lead exciting topical break-out sessions including:

Tony Wagner, Harvard, featured in *Education Week*, www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/summerinstitute/articles_tonywagner.pdf

K-3 Reading Statewide Professional Development

The Oregon Department of Education is pleased to announce a DIBELS (Dynamic Indicators of Basic Early Literacy Skills) training opportunity for non-Reading First schools. This training will be held May 19-20 in Portland and May 24-25 in Medford. It is for K-3 staff who have taken the Foundations of DIBELS training and are currently using the DIBELS system in their classrooms.

Schools are invited to bring a team of up to 8, including teachers from each grade level, principal, Title I, SPED, and ELL. Schools should bring the winter DIBELS data, histograms, box plots, class lists, summary of effectiveness reports and a few filled-out test booklets from first and third grade students. In addition, schools should bring a list of their core, supplemental, and intervention programs and a copy of their reading schedule.

Registration is online only. The training will be limited to 100 participants. Registration information is at www.ode.state.or.us/.

For questions, contact [Mary Ann Smith](mailto:MaryAnn.Smith@ode.state.or.us) or [Dalles Breyman](mailto:Dalles.Breyman@ode.state.or.us).

Michael Kamil, Stanford, featured in *ASCD Education Update*, February 2005; author of "Adolescents and Literacy", www.all4ed.org/publications/AdolescentsAndLiteracy.pdf

Kathy Roller, IRA, featured in *ASCD Education Update*, February 2005; lead author of "Secondary Coaching Standards", www.reading.org/resources/issues/focus_adolescent_coach.html

Nancy Golden, Springfield SD, co-author, *Toolkit for High Performance Teams* and the *Educational Leadership Improvement Tool*

Ronni Ephraim, Los Angeles Unified SD, chief instructional officer

In addition:

- Key sessions will be specific to both middle schools and high schools.
- District, high school, and middle school teams will have time reserved each day to meet together, debrief, and engage in preliminary planning activities. Planning will be facilitated through the use of outlines and templates designed to help teams quickly organize and focus their efforts.
- Content will be structured around a range of research-based strategies for improving student success with an emphasis on improved literacy.
- Leadership will be examined from several different perspectives, assuring that administrators have a variety of stimulating breakouts from which to choose.

Contact [Mark Barrall](mailto:Mark.Barrall@ode.state.or.us), 503-378-3600 ext. 4492, or [Julie Anderson](mailto:Julie.Anderson@ode.state.or.us), 503-378-3600 ext. 2294

Reading First Round 2

Congratulations to the 12 districts and 16 schools that were awarded an Oregon Reading First grant. This is the second round of funding or Cohort B. This is a highly competitive grant. There were 21 districts and 52 schools eligible to apply for the grant.

Reading First is a federal initiative with the goal of helping every child in every state become a successful reader. Oregon is set to receive \$7 million each year for the next five years. Funding amounts will range from \$150,000-250,000.

The recipients of Cohort B Reading First grants are:

- David Douglas SD (Earl Boyles Elementary)
- Douglas County SD (Winchester Elementary and Green Elementary)
- Forest Grove SD (Fern Hill Elementary)
- Hillsboro SD (Witch Hazel Elementary)
- Jefferson County SD (Madras/ Buff Elementary)
- Lincoln County SD (Mary Harrison/Arcadia Elementary)
- Portland Public Schools (Martin Luther King Elementary, Jason Lee Elementary, Marysville Elementary and Rigler Elementary)
- Reynolds SD (Margaret Scott Elementary)
- Salem-Keizer SD (Hallman Elementary)
- Sheridan SD (Faulconer/ Chapman Elementary)
- Tillamook SD (Liberty Elementary)
- Umatilla SD (McNary Heights Elementary)

Assessment Communication Updates

The Office of Assessment and Information Services intends to start a new communication routine. Beginning May 9, and continuing on the second and fourth Mondays of every month, you can expect an e-mail with the following types of information from the three sections of assessment: Test Development and Administration; Scoring and Reporting; and Technical Adequacy:

- Deadlines that are fast approaching
- Recent decisions related to statewide assessment, AYP and/or Report Card
- Progress reports on major events (i.e., all paper/pencil multiple-choice testing is complete for 2004-05)
- Answers to common, recently asked questions

After a short trial of this communication routine, we will ask for your feedback to help us improve the plan.

For more information, contact [Susan Huggins](#), 503-378-3600 ext. 2266.

Numbered Memorandum Overview

Numbered memo sent out since the April *Pipeline* is listed below.

DATE	MEMO No.	BRIEF DESCRIPTION
April 4	028-2004-05	2005-06 Substitute Teacher Pay Rates

If you have questions or comments about this publication, please contact [Gene J. Evans](#), communications director, at 503-378-3600 ext. 2237.