



From the Desk of Susan Castillo State Superintendent of Public Instruction

Last month we released the tenth annual report cards for every public elementary, middle, and high school in the state of Oregon. Some news stories focused on the growing number of schools rated “satisfactory” and called that “minimally acceptable.”

We do an excellent job for many students in our schools. However, a rating of “satisfactory” just isn’t good enough in the 21st century world—not for schools and not for students. It means that some students succeed and some do not. The result is that too many students are not prepared to walk through the many doors of opportunity that currently exist or that certainly lie ahead. The global economy is changing the nature of work and the kinds of jobs young people will enter, and these new jobs require more knowledge and skills than ever before.

Working with the State Board of Education and educators across the state, we have set a new vision for student achievement in Oregon. For the first time, Oregon is requiring students to meet standards in order to get a diploma. The new requirements make it very clear what students need to do to graduate and what schools need to do to help them graduate.

We are all responsible for student success, and we need to work together to provide our hardworking classroom teachers with the support, tools, and strategies they need to help students meet the new requirements. We have better information on student performance than ever before, and school teams across the state are already digging into the data to identify students who will need extra help to stay on course to graduation.

We are updating our standards so they are more focused, clear, and rigorous. We are leading efforts to deliver high quality professional development to our teachers and our administrators as we work together to implement best practices and take to scale what we know works for all students.

Oregon has made a promise to our students that they will be better prepared if they work hard and meet our higher expectations. We must work for the day when we find ourselves surprised to hear about a student not being successful in school. When we adopt the norm that “satisfactory” is good but not good enough, then all our children will succeed and graduate ready for work, college, and life.

As always, I welcome your ideas and comments. You can contact me at superintendent.castillo@state.or.us.

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Scholarship Season Begins for Oregon Students; One Application for 400 Scholarship Programs

The Oregon Student Assistance Commission (OSAC), a state agency, announced October 24 the opening of its scholarship application season.

The agency administers approximately 400 private scholarship programs and public grant programs to help students access higher education. Searching and applying for these scholarships is free, according to Vicki Merkel, Scholarship and Access Program Director at OSAC.

"Students can search and apply online for all 400 scholarships using OSAC's electronic application known as the eApp, available at www.GetCollegeFunds.org," Merkel said. "The benefits of filing online include confidentiality, ability to track scholarships, accept awards, and return the next year to apply for the next award season."

Students without Internet access to complete the eApp can request a paper application by contacting OSAC at 800-452-8807.

To help students apply online OSAC produced the *2009-10 Oregon Scholarship eApp Workbook* and sent copies to all Oregon high schools, colleges, libraries, and employment offices. "Students can easily find scholarships by the Oregon high school they attended, academic

and career interests, specific populations such as foster youth, older adults, college transfer students, and veterans, and by the private donor or honor name," Merkel said.

The workbook also includes a worksheet that mirrors the eApp and is designed to help students prepare information before entering their data online. It helps minimize errors that can lead to applications being rejected. Scholarship donors determine the award criteria and select recipients who may use their awards at eligible colleges in Oregon and the United States.

According to Merkel, a new feature allows students to upload to their eApp and scan transcripts and other required documents such as extra essays required by specific scholarships, enabling students to submit their entire scholarship application online.

OSAC offers an **Early Bird application deadline of Monday, February 16** and a **final deadline of Monday, March 2**.

Applications received by the Early Bird deadline of February 16 will receive early review by OSAC and, if errors are found, the applicant will be notified by e-mail or text message and receive an opportunity to submit corrections by the final deadline of March 2. A common error includes incorrect

transcripts. If no errors are found, the applicant will be entered into a drawing for a \$500 Early Bird scholarship. To be considered for a scholarship award, OSAC must receive the student's application and all required documents by the final deadline of March 2. OSAC does not consider postmarked materials.

According to Merkel, OSAC disbursed nearly \$14 million in scholarships and grants for the 2007-08 academic year to Oregon graduating high school seniors, college students, older adults returning to school, part-time students, and individuals with specific training needs. "In addition to state and federal grants, private donors, employers, and membership organizations provide many of the scholarship opportunities that OSAC administers. We are grateful for their gifts that benefit so many Oregon students pursuing a college education," Merkel said. "This public/private partnership model is unique in the nation."

The agency also manages the Oregon Opportunity Grant, the state's largest need-based program which will assist more than 34,000 Oregon students during 2008-09 and other financial aid programs for specific student populations.

For more information, contact OSAC at 800-452-8807 or visit www.GetCollegeFunds.org.

Improving Education Data Materials Available

The U.S. Department of Education's National Forum on Education Statistics released the second of two online courses for local education agencies (LEA). These two courses, focused on improving education data, have been developed by the National Forum on Education Statistics, and in cooperation with the SIF Association, the Council of Chief State School Officers and the Central Susquehanna Intermediate Unit.



The second course, Improving Education Data Part 2 - Coordinating Data Quality, is now available. This course looks at information for data coordinators/stewards around the responsibilities of their role and planning quality data initiatives for the LEA. The eight lessons in this course center on the data coordinator/steward responsibilities, data flow and cycles, data entry, creation and use of a data dictionary, development of a data calendar, types of data errors, validation and audit of data, and communication.

Each of these courses is based upon the Forum's Data Quality Curriculum Task Force's curriculum resource and is available free of charge to LEAs or anyone interested in taking the courses through SIFA University. Providing professional development for LEAs around quality data is vital in analyzing longitudinal data and ultimately improving teaching and learning. To access the courses, visit <http://www.sifinfo.org/sifau.asp>

If you have any questions about the accessing the courses on the SIFA website, please contact Jill Abbot at jabbott@sifinfo.org

Oregon School for the Deaf News

Honors for Horrors: The OSD Nightmare Factory, which ran the last week of October, was a wonderful way to kick off the holiday season. This year, OSD and the Nightmare Factory received a special honor. Every year the International Haunted House Association gives out an award, the Isabella award, to people in the industry who give back to the community or to others in need. Ed Roberts, on behalf of *The Nightmare Factory*, has been honored with this award. The award goes to both Ed and Kivo as they have worked together tirelessly for the past 20 years. Congratulations!

Final Football: The last football game of the season was held at the Oregon School for the Deaf on October 30th.

Shakespeare in December: The OSD drama class is busy preparing the Shakespeare play "A Midsummer's Night Dream" to be performed on December 8th and 9th at the OSD gymnasium. Admission is free; donations are welcome.

Culture Connection: OSD continues to hold "Culture Connection" assemblies for their students, with Deaf speakers who are also part of various minority groups. In October, in honor of Hispanic Awareness month, Gloria Pagan, our High School Science teacher, spoke about being a Latina American and what it means to her as a Deaf person.

Sign Classes: ASL Classes are ongoing here at OSD on Tuesday nights from 6 – 7:30pm. Plan on starting our 10 week course January 6th to March 10th. There are kids classes and ASL for Spanish Speakers too.

Winter Dance: The Annual SnoBall Dance will be held December 17th from 7 – 11pm.

Reading Scoring Guide for Essential Skills Implementation

On October 24, The Reading Scoring Guide Development Steering Committee met to continue discussion and begin to make recommendations to be sent forward to the Assessment of Essential Skills Review Panel (AESRP).

General discussion included issues such as the importance of keeping the system simple and manageable for schools and teachers; helping teachers to see that they are already using many of the strategies in assessing reading as part of their on-going reading instruction; the number and types of work samples that might be needed to certify proficiency for diploma purposes; and whether or not students

should be allowed to revise a work sample.

Recommendations to be sent forward to the AESRP from this meeting are as follows:

1. The Reading Scoring Guide will use an analytic model, with a four point scale (Exceeds, Meets, Nearly Meets, and Does Not Yet Meet).
2. Students will need to complete a minimum of two reading work samples, one literary, and one informative or practical in order to adequately cover the content standards and eligible content.

Continuing discussion and work will lead to further recommendations around the

scoring guide, work samples, and guidelines for implementation. Currently, the committee is leaning toward recommending that students be allowed some choice among passages for the sample (similar to choosing writing prompts).

Analytic traits under consideration for the scoring guide are: Demonstrate Understanding, Develop an Interpretation, and Examine Content and Structure.

The next meeting of the Reading Scoring Guide Development Steering Committee is Nov. 14.

Questions? Contact Barbara Wolfe at barbara.wolfe@state.or.us.

First AESRP Meeting

The first meeting of the AESRP (Assessment of Essential Skills Review Panel) was held in Salem on October 13 - 14, 2008. All [members](#) were in attendance.

Much of this initial meeting was devoted to background and understanding of the panel's role in making recommendations about the assessment of the Essential Skills as part of the high school diploma requirements.

Accomplishments included:

- Agreement that additional assessment options for the Essential Skills will use cut scores that are equivalent to existing OAKS cut scores.

- To ask some districts to submit data that would allow the AESRP to review the statewide assessment results compared to local writing assessments to determine the degree to which scores differ.
- The panel devoted time during the second day to preliminary discussions about how to ensure equity and equal access to the diploma for special populations such as English Language Learners, students with disabilities, economically disadvantaged students, and students from minority populations.

Finally, the group divided into the three following subgroups to

identify issues for future analysis and recommendations.:

1. Technical Analysis: Reliability and Equivalence
2. Development of Criteria for Local Performance Assessments
3. Potential Changes needed to State Testing Policies and Procedures

Each sub-group identified key issues for follow-up which will be discussed during teleconference meetings in November. The full panel of AESRP will meet again on December 8 & 9, 2008 in Salem.

Check online at <http://www.ode.state.or.us/go/aesrp> for minutes and other info. October minutes coming soon.

Anti-Smoking Education

Information provided by DHS, Public Health

Issue: As many as 20 young people begin smoking every day in Oregon. Of those young smokers, it is estimated that 1/3 will die prematurely of tobacco-related disease.

Recent survey data tell us that the percent of Oregon youth who smoke cigarettes has stayed the same for the past several years. In 2008, 8.6% of Oregon's eighth graders reported smoking cigarettes in the past 30 days, as well as 16% of 11th graders.

Background: Young people begin smoking or using tobacco for many reasons. They may smoke because their parents smoke or because they think their friends are smoking or chewing.

They may also begin using tobacco because the tobacco companies pour millions of dollars into marketing. In fact, tobacco companies spent almost \$134 million in 2005 marketing their products in Oregon alone – that is over \$45 for every man, woman and child living in the state!

In comparison, Oregon spent \$3.45 million in 2005 for all tobacco prevention and education activities coordinated in part through the Oregon Public Health Division, DHS – including programs in schools and communities, advertising, and operating the Oregon Tobacco Quit Line.

In 2007, the Institutes of Medicine concluded that exposure to smoking in movies increases a youth's risk for smoking initiation. Some production companies are adopting voluntary standards either warning parents about smoking in PG rated movies or showing an anti-tobacco ad prior to the movie; however, by far, most movies kids see do not follow these standards. In most movies, unlike in reality, smokers are glamorous, popular, rich and healthy.



How Parents and Teachers can help:

* Most important, if you smoke or chew tobacco, quit. Kids are much less likely to use tobacco if the adults they respect do not use tobacco. The Oregon Tobacco Quit Line offers coaching, advice and medication to assist you in quitting, so call today – 1-800-QUIT-NOW.

* Make sure that your school has a gold standard, comprehensive tobacco-free schools policy. All schools are required to prohibit tobacco use at all times on all school property by everyone; however, these policies can be made even more effective

by banning tobacco related gear and advertising, providing alternatives to suspension and mandating strict enforcement.

* Call the American Lung Association of Oregon, 503-924-4094 ext.19, to check on the status of your tobacco-free policy.

* Counter tobacco use in movies by educating yourself, your students and their parents about the increasing use of tobacco in movies. The University of California, San Francisco has a project called Smoke Free Movies that includes information, myths and facts as well as activities for students.

* Be on alert for "tobacco prevention" materials from tobacco companies such as Philip Morris USA. These items are thinly disguised marketing materials that are intended to lift a company's image. Studies have shown that materials designed by the tobacco companies for youth prevention are at best ineffective and could possibly encourage smoking among youth. As most parents know, messages telling kids certain activities are "for adults only" often make those activities highly desirable.

* Make sure that your school uses tobacco prevention materials provided by the Tobacco Prevention and Education Program or one of their established partners such as the American Lung Association of Oregon or the American Cancer Society.

Anti-Smoking Education

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* Check your school library. Make sure that publications in the library contain no tobacco advertising. Assist your school librarian in making choices for the library that do not advertise tobacco products.

* Finally, if you have a student who uses tobacco or if your child uses tobacco, encourage him or her to quit. Contrary to opinion, most youth smokers want to quit. The Oregon Tobacco Quit Line has a program specifically designed for youth and it has proven very effective. Let the youth in your life know that help is available, that they will not be nagged or lectured, and that coaching really helps.

Resources:

Oregon Tobacco Education Clearinghouse: <http://oregon.gov/DHS/ph/tobacco/otec/>
Evidence-based materials on prevention, education and cessation

The Oregon Tobacco Quit Line
1-800-QUIT-NOW, 1-877-2NO-FUME (Spanish), 1-877-777-6534 (TTY) Free call, free coaching to help smokers quit

SmokeFreeMovies: This excellent website offers information and activities to counter the effects of tobacco use in movies. <http://smokefreemovies.ucsf.edu/problem/moviessell.html>

Websites designed to counter tobacco use among kids:

<http://www.thetruth.com/>
<http://nobutts.ucsd.edu>

General information on tobacco prevention and cessation:

American Lung Association of Oregon, 503-924-4094,
www.lungoregon.or

American Cancer Society,
www.cancer.org

Campaign for Tobacco Free Kids, www.tobaccofreekids.org

Centers for Disease Control and Prevention, Tobacco Information and Prevention,
www.cdc.gov/tobacco

Classroom Presentation Materials on Drugfree Workplace Available

Oregon's high school students are immersed in alcohol advertising and will inevitably be exposed to more access to drugs and alcohol as they enter the workforce. Oregon's employers have increasingly adopted formal drugfree workplace policies and most students are clueless about the expectations of employers in regards to drug and alcohol use. Students generally don't know what the expectations are, why employers have them, or how a violation of employer drugfree workplace policies increases safety risks at work and damages their careers.

To assist schools in preparing students for success in the workforce, the Oregon Nurses Foundation has developed a package of materials for use in the classroom called kNOw Drugs at Work. These materials rely upon employers to communicate the risks of substance abuse in the workplace and to careers by describing their company drugfree workplace programs. Materials can be downloaded from <http://www.ode.state.or.us/search/page/?id=1627>.

For additional information contact:

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Oregon Nurses Foundation
541-344-1232



The Need for Educational Equity

By Deputy Superintendent Ed Dennis

All of us share a common desire to see our children graduate from high school with a [quality education](#) that prepares them for the twenty-first century workplace, college, and success in life.

Yet far too often communities are faced with the consequences of an unequal public education system and supports that fail to ensure high-quality education to students of color and those from low-income families.

Why are there such inequities in the distribution of education opportunities in Oregon? One key problem is that many high-poverty schools, which predominately serve students of color, often lack the focused resources of wealthier schools and communities.

Also, minority and poor students are ill-served by low academic expectations, which often result in their enrollment in less rigorous courses. The challenges of fewer resources and lowered expectations serve as barriers for districts and schools struggling to improve their students' achievement to the levels of white students and those from more affluent homes.

The consequences can be seen, for example, in the Oregon state tests. Testing during 2007-08 shows that 60 percent of Hispanic and 50 percent of African American eighth graders read below grade level, compared to just 29 percent of white eighth graders ([Oregon Department of Education](#) 2008).

Every school year, about 7,600 students drop out of our state's high schools. While roughly 82 percent of high school students graduate on time, African American, Hispanic, and American Indian students have less of a chance of graduating from high school with a regular diploma.

Dropouts are more likely than high school graduates to experience poverty, poor health, and incarceration during their adult lives. The high cost of dropping out is borne not only by the individual but by all of us, who pay an economic and social price when students leave high school without a diploma.

If minority high school graduation rates were raised to the current level of whites by 2020, and if those new graduates went on to postsecondary education at similar rates, the potential increase in personal income across the country would add more than \$310.4 billion to the U.S. economy ([Alliance for Excellent Education](#) 2006a).

This narrative is based on [The Campaign for High School Equity \(CHSE\)](#), a diverse coalition of national organizations representing communities of color that believe that schools should have the capacity and motivation to prepare every student for graduation, college, work, and life. Members of the Campaign include the [Leadership Conference on Civil Rights Education Fund](#), the [League of United Latin American Citizens](#), the [Mexican American Legal Defense and Educational Fund](#), the [National Association for the Advancement of Colored People](#), the [National Association of Latino Elected and Appointed Officials Educational Fund](#), the [National Council of La Raza](#), the [National Indian Education Association](#), the [National Urban League](#), and the [Southeast Asia Resource Action Center](#).

Go to their [web site](#) and read the report.

Education Community Celebrates Oregon's 150th Birthday

February 14th, 2009 is the official day Oregon turns 150. Our classrooms have already started to celebrate. Commemoration activities incorporating the uniqueness of every school in the state are currently in the works.

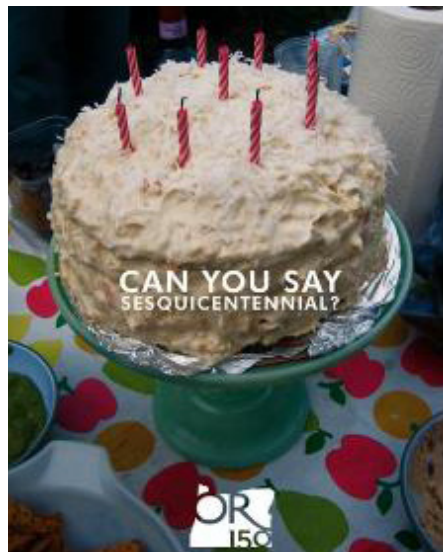
Oregon students have proven to be enthusiastic celebrants. Lincoln County School District published an anthology of student and teacher stories edited by teacher Matt Love titled: ***Sea to Sitka: An Anthology of Student and Teacher Memoirs from the Lincoln County School District***. Fourth grade students at Robert Brown Elementary in Silverton created a story quilt reflecting each of the student's personal history and learning experience. The quilt was on display in the State Board of Education conference room in Salem over the summer.

"Rarely do our students have such occasion to share and reflect on what defines and inspires us – on all those qualities which make us uniquely Oregon," said Susan Castillo, State Superintendent of Schools. "I am excited classrooms across the state are taking advantage of this wonderful learning opportunity."

Statewide education-related activities underway for the Oregon 150 celebration include:

Legacy Curriculum – Oregon educators across the state are

submitting their favorite lesson plans on Oregon history and civics as part a "Legacy Curriculum" program. These lesson plans range from an interpretive Oregon census project to a first grade Oregon birthday book. The Oregon Department of Education encourages teachers to [send](#) in their lesson plans. These plans are shared with the rest of the state, featured on the Oregon 150 and Oregon Department of Education websites, and will be captured in an interactive State Archives exhibit. For more information go to: www.ode.state.or.us.



Youth Symposium – This [project](#) is geared toward engaging high schools to analyze and critically think about statewide issues that will affect them as adults. Students will prioritize issues and debate them in a symposium format. The project is in the final planning stages. More information and a lesson plan will be available soon. The Symposium is scheduled for June 29th to July 1st, 2009.

Take Care of Oregon Day – May 16, 2009 has been designated a statewide day of volunteerism. Your school might decide to initiate a project or join a planned community event on a day of your choosing. A teacher's [guide](#) to planning TCO service learning projects and a list of 150 project ideas is available for download at <http://www.oregon150.org/education/>. This is a great career-related learning experience for high school students.

Oregon Stories – A statewide oral history project to document a personal Oregon narrative. Classroom teachers are using Oregon Stories in a variety of creative ways. A toolkit is available to aide teachers. Go to: <http://www.oregon150.org/stories/> for more information. Sample lesson plans are available at <http://www.oregon150.org/education/>.

Official Partnership Program Your school or class may have planned a special way to commemorate the sesquicentennial. The [partnership program](#) is a call to groups to submit their own projects that capture the spirit of Oregon as part of the celebration. Your school can benefit by linking your project to OR 150. Visit www.or150.org for more information

ODE wants to highlight how you are celebrating with your class, school, or school district. Please contact [Susanne Smith](#), 503-947-3757.

Castillo calls for applications for the Oregon School Wellness Award

The Oregon Department of Education will recognize schools that effectively implement their district's wellness policy to promote student health by presenting the Oregon School Wellness Awards. The deadline for application submission is 5 pm on December 1, 2008.

This is the second year of the Oregon School Wellness Awards. The schools chosen to receive the Oregon School Wellness Awards will receive a cash prize, certificate of recognition, banner, and serve as an example for the entire state. The application and additional information for this award can be found at: <http://www.ode.state.or.us/search/results/?id=62> under the Wellness link in the Associated Topic area.

"Supporting kids' achievements and addressing health issues

including physical activity and nutrition can greatly improve their ability to learn," Castillo said. "Schools that recognize the link between health and education and have taken action benefit from more positive and alert students, reduced school absenteeism, and improved student performance and test scores."

School Wellness Policies are required by the U.S. Department of Agriculture from school districts receiving federally-funded school meals. These School wellness policies set goals for school-based activities that promote healthy eating, daily physical activity, and other wellness behaviors. Individual schools must implement the district policy, but can also go beyond the policy to improve student health.

Science Standards Revision Update

The Oregon Department of Education (ODE), in concert with stakeholders, is currently revising Oregon's K-12 Science Academic Content Standards.

The first draft was posted for public comment in August and presented at meetings statewide in September and October to gather feedback from Oregon educators. The Science Content Panel is reviewing all feedback and revising the first draft to produce Draft 2. We plan to post Draft 2 for public comment by mid-November.

The Science Panel will meet in mid-December to review the public



input on Draft 2 and produce the final draft of the revised Science Content Standards. The final draft will be provided to the State Board of Education for first review in January 2009 and adoption in February 2009.

Visit the science standards revision [web page](#) to review the drafts and access information about the process, timeline, materials, and research that have informed this work. E-mail your thoughts/comments to [Cheryl Kleckner](#).

Criteria for Selection of the Oregon School Wellness Award:

- School implements each required element of Wellness Policy
- School demonstrates innovation or creativity in implementing components of Wellness Policy.
- School has a detailed plan for ongoing monitoring and evaluation of the district's Wellness Policy.
 - o Identify areas for improvement;
 - o Identify indicators for each policy component to show whether the plan is working;
 - o Re-assess at least annually;
 - o Identify a coordinator who will ensure measurement and evaluation;
 - o School has a sustainability policy that will grow and change as a result of continuous evaluation and feedback.

Implementing The Oregon Diploma with OVSD

Have you considered taking advantage of the Oregon Virtual School District resources to support your implementation of the new Diploma requirements? 190 schools in 78 of Oregon's school Districts have. With schools preparing to implement the new graduation standards, ODE is aligning the Oregon Virtual School District (OVSD) resources to support your efforts and offer these innovative tools for teaching and learning at no additional cost to you.

OVSD was passed by the 2005 Legislature as a way to improve Schools access to digital instruction resources for the classroom. OVSD is not an online school or a new district. Rather, OVSD is a grassroots initiative to give public education teachers and students the resources they need to meet the State Board's new requirements.



OVSD is a collection of online resources including a Learning Management System, digital learning objects, streaming media, and 70 digital course templates that are aligned to state standards for your teachers to use in their daily instruction. Teachers who are registering on the ORVSD.ORG portal are using these tools to present multimedia and interactive content in the classroom and provide students with the resources to meet the credit and student directed learning requirements for the Diploma. Schools like Ashland High School have used OVSD to extend the classroom with online resources available on demand to 1600 of their students.

ODE also offers professional development assistance for your teachers. Last year the Organization for Educational Technology & Curriculum (OETC) trained 240 teachers and 19 Districts received flexible grants to participate in OETC trainings and then train their colleagues.

These are some of the new resources we are adding for you:

- **70 high school and middle school Course Templates** - Course templates with assessments from the National Repository of Online Courses as well as Salem-Keizer Online and Oregon Online.
- **Streaming Media** - Thanks to the leadership of the NWRESA, OVSD and 15 out of 20 ESDs agreed to fund the Learn 360 streaming media catalogue. The content will be hosted on ORVSD.ORG for use in Moodle courses and participating ESDs and school districts can host it locally. Participating regions have the ability to access the content from school and home.
- **Learning Objects** - OVSD is completing an agreement with the SMART Corporation for their catalogue of lesson manipulatives. These interactive lessons will be available for teachers to tag in their Moodle courses on ORVSD.org. There will be 3,000 objects available that span the core content areas. These will be available in November.
- **State Library Research** - The Oregon State Library periodical and media search services are now available at ORVSD.org. You must be logged in to the portal to use the research feature.
- **WebEx web conferencing** - schools who want to engage in projects using web conferencing with their students, or provide professional development to educators, can request web conferencing accounts.

New professional Development grants for ESDs and school districts will be announced in December. These grants will be combined with regional training for educators to learn how to effectively use OVSD. Please visit OVSD at <http://orvsd.org> for more information.

Summary of State Board Action - October 2008

- Approved September Meeting Minutes
- Approved (revised) Commissioner's Travel
- Approved Amended ODE Supplemental Plan for Klamath Falls City Schools
- Adopted Temporary OAR 581-011-0141 Instructional Materials in K-8 Mathematics
- Adopted Students with Disabilities administrative rules
- Approved CCWD Apprenticeship Program Approval
- Approved the Reappointment of Stan Baker to the Private Schools PreK-12 Advisory Committee
- Approved CCWD Community College Program Approval; SWCC: Phlebotomy Technician (Certificate of Completion)
- Approved ODE Oregon Council for Online Learning: Disbursement of Assets
- Approved ODE Arts & Technology High School: Disbursement of Assets
- Approved ODE Columbia County Education Campus: Disbursement of Assets
- Approved Updated Liaison List
- Adopted OAR Division 24 Revision



2009 Outstanding Community/School Partnership Nominations

State Schools Superintendent Susan Castillo is asking for nominations of partnerships between schools and communities that support the success of their city's students and/or school programs.

"Teamwork and partnership are wise investments in our schools, our students, their families, and our communities. By pooling our resources and services, we ensure that each and every child is given the best chance to succeed," Castillo said.

Please address the following in your nomination letter:

* Describe how the partnership is supporting, maintaining, or improving the quality of Oregon schools

* Describe the participants in the partnership and their community and school connections

* Discuss the partnership's programs and how these programs target the needs in the community

* Describe what makes this partnership unique and deserving of recognition

* Include the partnership's contact person's name, title, e-mail, and phone number

Nomination letters should not exceed 500 words. **Please send nomination letters to [Regina McLoud](#) 503-947-5803, by January 26, 2009.**

Nominated partnerships will be invited to apply for this award. Partnerships are recognized for their dedicated mission, diverse participants and partnerships, sustainable funding, meaningful programs, and attainable goals.

This is the fourth year that Castillo has formally recognized Outstanding Community/School Partnerships.

Visit our [website](#) to read about the 2008 award recipients and to read a "How to Guide" for starting or retaining a successful partnership.



Photo: Castillo with members of the Clackamas After School Task Force.

Scratch-it for Schools

The Oregon Lottery invites you to enter your school in the 13th Annual Oregon Lottery Scratch-it for Schools drawing! Selected schools have the opportunity to win cash to use how they wish to benefit their school.

Just some of the good things schools' winnings have done include buying digital cameras, books, computer software and hardware, updating reading programs, funding outdoor school, and buying a new reader board.

Scratch-it for Schools is an Oregon Lottery promotional program where 75 randomly selected Oregon public schools across the state send teams to compete for cash prizes at

one of seven events. These fun and exciting events take place throughout Oregon in the areas where the participating schools are located.

Since the Scratch-it for Schools program began in 1996, over \$905,000 has been awarded to participating public schools. A total of over \$96,000 was awarded to the schools participating in last year's event.

Entering the drawing is quick and easy. For complete program details and to find the official Scratch-it for Schools entry form, go to: <http://www.scratchitforschools.org/>.

Your password for entry is: **sifs2009**.



Web entry is the only method of entry available, and only one entry will be accepted per school. You will need your school's ID to register. If you do not know your ID, please go to <http://www.ode.state.or.us/instID>.

All entries must be submitted by 5 PM, Wednesday, December 3, 2008. The drawing will be held on Friday, December 5, 2008 at the Oregon Lottery office in Salem. Schools drawn to participate will be notified and given additional information about their event via e-mail and certified letter during the week of December 15, 2008.

If you have any questions, please contact Jerry Dezsofi at jerry.dezsofi@state.or.us.

Help Up Recognize Great Oregon Educators - Nominate An Educator Today!

The Oregon Department of Education recognizes educators that have made significant contributions to Oregon education. Superintendent Castillo has formed an Oregon Educator Talent Pool to act as a resource for educator recognition opportunities. Although not an award itself, the Educator Talent Pool is a collection of information about some of the top educators in Oregon and is used as a reference for awards, publicity, committee development, and other recognition opportunities. Talent Pool educators include teachers, specialists, support professionals, and administrators that are outstanding and innovative.

We are always looking to recognize more outstanding educators, so please visit, www.ode.state.or.us/go/edrecognition and fill out the Talent Pool Recommendation form to add educators to the Oregon Educator Talent Pool. Together we can recognize and honor great Oregon educators. You can also use the Talent Pool Recommendation form to nominate a teacher for the prestigious Oregon Teacher of the Year program.

The Oregon Teacher of the Year (TOY) is exceptionally dedicated, knowledgeable, and skilled, inspiring students of all backgrounds and abilities to learn. The instructional practices of this teacher are innovative, researched-based, and have clear results in the classroom. The Oregon TOY has a clear message and represents all Oregon's classroom teachers and the education profession. West Salem High's Michael Lampert was recently named the 2008-09 Oregon Teacher of the Year. Michael Lampert will be speaking at the OSBA Annual Convention on November 15th at 1:00 pm. Please visit www.ode.state.or.us/go/TOY to learn more about Mr. Lampert and the Oregon Teacher of the Year program.

Data Quality Work Group Update

The Data Quality Work Group (DQWG) is continuing to make great strides toward transforming Oregon's educational data system into a cutting-edge tool with which to improve student achievement.

The DQWG, which provides guidance for several data-related initiatives, is a statewide group comprised of representatives from ODE, Higher Ed, ESDs, school districts and citizen groups. At its latest meeting, the group discussed significant progress being made on several fronts:

The Oregon DATA Project, a federally funded initiative, has rolled out the first two of three strands of instructional professional development. **Strand 1**, "Creating a Data Culture," provides the basic skills district teams need to make concrete improvement decisions. Strand 1 training is ongoing, and can be scheduled by contacting local ESDs.

The two-day **Strand 2** sessions, "Using Data to Improve Learning in Districts and Schools," are being conducted throughout the state through the end of the year. Says one recent participant, "This training puts the focus of school improvement exactly where it needs to be—off the shelves and into the classroom, with teachers for students." Forty-six districts

have participated in the three Strand 2 sessions conducted to date; 64 districts will attend one of the remaining sessions scheduled between now and December. There is still room available in the remaining sessions—register today to participate. Full details are online at <http://www.oregondataproject.org/>.

Strand 3 sessions, "Using Data to Improve Learning in the Classroom," focus on using data to improve instruction in the classroom; they begin in February. Three complementary strands of technical training are also being crafted, using quality foundational information from the National Center for Education Statistics.

The professional development offered through the Oregon DATA Project allows school district staff to better understand the links between data and their CIPs and SIPs; build capacity through training certification; save time and money by improving data skills and reducing errors; and use data to better inform the public about student progress.

The **KIDS (K-16 Integrated Data System) project's** goal is to accumulate student data from all school districts, along with current and historical assessment data to a central point at the ODE. This will provide enhanced reporting and analysis capabilities, transfer of student records, and submission of transcripts to Oregon colleges and universities.

This loading of data is done through six regional data warehouses that provide additional reporting and analysis capabilities to districts to inform instruction. Currently, more than 300,000 student records are being loaded to the ODE on a nightly basis.

The KIDS project uses technical processes that assist the Oregon DATA project and the Longitudinal Growth project with the standardization of data by analyzing all data for accuracy. In this way districts will know that analyses across districts and statewide are valid.

These initiatives will enable districts to accurately use the information about their students to develop informed instruction practices. This leads to improved interventions, more tailored instruction and ultimately, increased achievement.

The Longitudinal Growth Model is on track toward developing a system to track the learning progress and growth of individual students over time. The Growth Model provides a multi-dimensional view of student achievement, analyzing what has happen in the past in order to anticipate student performance in the future.

Together, these data projects are supporting ODE's vision of an integrated, effective data system that ultimately supports increases in student achievement.

Academic Competitiveness Grant Eligibility

Academic Competitiveness Grants (ACG) are awarded to students who can demonstrate they have completed a rigorous high school program of study before enrolling in college.

Eligible students receive up to \$750 in their first year of college, and \$1,300 for the second year if they also maintain a 3.0 grade point average in college. This grant is awarded to students in addition to any other grants or scholarships. The program is designed to help low-income college students who meet general Pell Grant program guidelines, as well as additional specified criteria.

Here's how it works:

These new grants will be awarded to first- and second-year college students who are Pell-eligible (based on data provided on the 2007-08 Federal Application for Student Financial Aid), are U.S. citizens, and are enrolled full time at a two- or four-year degree-granting institution of higher education. Students must also have successfully completed a rigorous high school program:

1. A rigorous course of study that included four years of English, three years of Math (including Algebra I and a higher level course such as Algebra II, Geometry, or Data Analysis and Statistics), three years of science (including at least two courses from biology, chemistry or physics), three years of social studies, and one year of a foreign language. The program of study must be completed with passing grades.
-- OR --
2. A minimum of two Advanced Placement (AP) or International Baccalaureate (IB) courses in high school and a minimum passing score on the exams for those classes. Students must score 3 or higher on AP exams and 4 or higher on IB exams.

The U.S. Department of Education will use electronic or regular mail to notify students who may be potentially eligible for the ACG, based on information provided on the FAFSA, and will provide additional information about a website that will help applicants determine their eligibility for the ACG.

Summary: if you're eligible for a Pell Grant and meet either of the criteria above, you should ask your college or university financial aid office about the Academic Competitive Grant. Remember, this is for high school seniors who will start college in 2009-10 and current college freshmen who will be sophomores in 2009-10.

Updates to the Get Ready Website

The [Get Ready Oregon website](#) has been improved and updated!

[Get Ready Oregon](#), which provides information and resources on the Oregon Diploma, has been updated to better meet your needs.

Visit www.getreadyoregon.org/ to see the newly updated site.



The newly improved site now offers:

Specific resource pages for [students](#), [parents](#), [teachers](#), and [the community](#),

Updated information on the essential skills and diploma implementation, and

Access to the electronic versions of the [Moving Education Forward diploma brochure](#). The brochures are available in PDF format in [English](#), [Spanish](#), [Russian](#), [Chinese](#), and [Vietnamese](#).

If you have questions about this site or about the diploma please contact us at: ODE.Diploma@state.or.us.

NAEP and Socioeconomic Status

The September and October articles on the National Assessment of Educational Progress explored the achievement gap between African-American and Hispanic 8th graders and their white classmates. NAEP also reports results for another group that, historically, has achieved below their classmates: students eligible for the National School Lunch Program (NSLP). NSLP eligibility is an indicator of low socioeconomic status.

In the 2007 NAEP, the average NSLP eligible 8th grader in Oregon scored below the average non-eligible 8th grader in both reading and math. The gaps in NAEP scores between Oregon's NSLP eligible and non-eligible 8th graders were somewhat larger than the gaps between African-American and white 8th graders and smaller than the gaps between Hispanic and white 8th graders. For example, the average score in math for NSLP eligible 8th graders fell at the 25th percentile of scores for non-eligible 8th graders. Yet Oregon's achievement gap between NSLP eligible and non-eligible students mirrored the gap in almost every other state. Only three states (ME, ND, and WY) had smaller gaps in math while just four states (HI, ID, ME, and ND) had smaller gaps in reading.

How does the performance of Oregon's NSLP eligible 8th graders compare to that of their peers in the Western states? The graphics below illustrate the 2007 NAEP performance of Oregon's NSLP eligible 8th graders compared to states whose average NSLP eligible student scored higher (in pink); the same (in yellow); or lower (in blue) than Oregon's. The states in red type had a higher percentage of NSLP eligible 8th graders than Oregon; states in blue type had a lower percentage. Wyoming's percentage of NSLP eligible 8th graders did not change significantly between 1998 and 2007, while the percentage in every other Western state increased.

2007 NAEP Mathematics Grade 8. NSLP Eligible Students

WY	AK	CO	ID	MT	OR	WA	UT	AZ	CA	NM	NV
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2007 NAEP Reading Grade 8. NSLP Eligible Students

MT	CO	ID	OR	UT	WA	WY	AK	AZ	CA	NM	NV
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Use of National School Lunch Program eligibility as an indicator of socioeconomic status is sometimes questioned. In response, NAEP has spent several years researching improved indicators. This research will continue in the student questionnaires administered as part of the 2009 NAEP.

Updated Teacher Preparation Materials Available

The newly updated "How to Become an Oregon Teacher" resource materials (advising guide, tri-fold brochure, and bookmarks) are now available online at www.ous.edu/teachedguide.htm.

These materials were updated during summer 2008 and are of interest to students who are considering the education professions. The resource materials provide tools to explore academic programs, licensure requirements, and the teaching environment in Oregon. Advisors/counselors within each college/school of education, community colleges, and high schools throughout Oregon are being provided with copies of the brochure via mail. Please share this information with colleagues and other interested parties.

Census in Schools and the 2010 Census

The Census in Schools program aims to send the 2010 Census message to the nation's households by educating students in grades K-12 about the 2010 Census. In support of this goal, the program is currently developing:

- **Lesson plans** - skills-based teaching materials geared to students in kindergarten - 12th grade.
- **An Interactive Web site** - lesson plans, games, and quizzes. All Census In Schools information will be available online for educators, students, parents, and the public.
- **Educational partnerships** - Census Bureau staff will reestablish and form new partnerships with national educational organizations to ensure that the nation's students are informed about the importance of the 2010 Census.
- **Scholastic Inc. will supplement the Census in Schools program** by creating materials and teaching tools for students in kindergarten through sixth grade.

Census Facts for October

- **1.1 billion pounds:**

Total production of pumpkins by major pumpkin-producing states in 2007. Illinois led the country by producing 542 million pounds of the vined orange gourd.

- **2,077:**

Number of costume rental and formal wear establishments across the nation in 2006.

- **1,170**

Number of U.S. manufacturing establishments that produced chocolate and cocoa products in 2006, employing 39,457 people and shipping \$13.9 billion worth of goods. California led the nation in the number of chocolate and cocoa manufacturing establishments, with 128.

Check out Facts for Features, highlighting fun facts on significant events and observances. For more info, go to <http://www.census.gov>.

Classroom Activities and Resources for October: What's the Connection Between the Census Bureau and the National Weather Service?

Did you know that when disaster looms local, state, and national agencies use Census Bureau data to determine how many citizens will be affected and to plan for their safety and security?

Information about where people live and work is vital to the decisions of community and emergency preparedness leaders who must advise and direct citizens.

To view the Census Bureau's Hurricane Data and Emergency Preparedness Web page media advisories visit <http://www.census.gov/Press-Release/www/emergencies/index.html>.

2010 Census: A New Portrait of America

This informational video explains how communities benefit from Census Bureau data collection efforts. Testimonials describe the importance of a complete and accurate count and explain why the 2010 Census will be the most important count in our nation's history. It shows data collection operations in action. Running time is 3:10.

Contact Census in Schools if you would like to share any thoughts or ideas about ways to introduce the 2010 Census to your students..

Please call 1-800-396-1167 or e-mail us at: Census.in.Schools@census.gov.

Additional information about Census in Schools can be found at our Web site: <http://www.census.gov/main/www/cen2000>.

“Are You In?” Student Video Contest

WHAT: The Oregon Engineering & Technology Industry Council (ETIC) is sponsoring “Are You In?”-- a video contest to promote interest in computer science among high school students. Student individuals, teams, and classes from high schools and colleges in Oregon are invited to submit videos that answer the following questions:

- **Why study Computer Science?**
- **Why study Computer Science in Oregon?**

High school and university faculty are encouraged to spread the word about the contest to their classes and students.

HOW TO ENTER: Oregon high school or college students as individuals, teams, or classes, can submit videos to YouTube by following the instructions on the Get Real: Computer Science and Engineering web site.

The contest is open to entries now through December 30, 2008.

WINNERS and PRIZES: Winners will be announced January 30th, 2009 on the Get Real web site. Award categories will be in four areas:

- Best “Why Study Computer Science?”
- Best “Why Study Computer Science in Oregon?”
- Most Creative Video
- Best Overall Video (includes all of the above)

Winners for the first three categories will receive a \$150 gift card to iTunes. Winner of the Best Overall Video will receive a \$250 cash award.

Want more info? Have questions? E-mail us at: GetRealContest@ous.edu.

Sexuality Ed. Workshops

ODE will be sponsoring seven Sexuality Education Workshops Nov. 08 through Jan 09.

* **Topics to be covered:** Oregon Sexuality Ed. Law, Effective Ed. Strategies, Teachers Trainings and Technical Assistance, Resources.

* **Intended Audience:** Teachers, school nurses, community members

* **Cost:** free

* **Dates/locations/times:**

Nov. 17, Bend SD, 8:30-11:30am

Dec. 16, Klamath Falls City SD, 9-12

Dec. 17, Siuslaw SD, Florence, 8:30-11:30am

Jan. 13, Union Baker ESD, Island City, 8:30-11:30am

Jan. 14, Region 9 ESD, The Dalles, 8:30-11:30am

Jan. 27, Grant ESD, John Day, 8:30-11:30am

Jan. 29, NW Region ESD, Astoria, 8:30-11:30am

For more information contact Brad Victor 503-947-5655.

Sustainable Oregon Schools

The [Sustainable Oregon Schools Initiative](#) (SOSI) provides a focal point for sustainability information and resources for all K-12 schools. It provides the means for interested school districts and schools to integrate sustainable practices into their operations, classrooms and guiding principles. Using such practices will allow districts to successfully meet current needs while ensuring a thriving future, thereby preparing the future for our children.

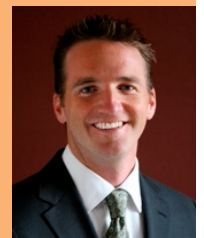


Visit the [SOSI website](#) for more information or subscribe to the [SOSI newsletter](#). [Click here](#) for the latest SOSI newsletter.

National Teacher of the Year Michael Geisen

Oregon's National Teacher of the Year Michael Geisen has created a [blog](#) where he will chronicle his travels, thoughts, and experiences over the coming year.

Visit Michael's [blog](#) for news, updates, and info on Michael's journey.



Job Opportunities at the Oregon Department of Education

The Oregon Department of Education has announced the following job openings:

LEED8096, Substitute Teacher, Oregon School for the Deaf closes 11/10/08.

LEED8085A, Education Program Specialist 2 (Specialist, Charter School) closes 11/12/08

LEED8065B, Education Program Specialist 1 (Specialist, Charter School) closes 11/12/08

Contact [Liz Snook](mailto:Liz.Snook@ode.state.or.us), 503-947-5627 for more information.

To see a complete listing of job announcements, go to: www.ode.state.or.us - click on "Jobs" under menu options. This site is regularly updated.



The Oregon Department of Education is an affirmative action equal opportunity employer and encourages qualified women, person of color, and persons with disabilities to apply for these openings.

Order Information for the January Distribution of Commodities

There is no distribution of commodities during December.

Sponsors must place orders for pre-ordered and bonus commodities December 10 - 12, 2008 for the January 2009 distribution of frozen commodities. Sponsor may allocated and order surplus commodities December 15 -16, 2008.

Commodities should be ordered in CNP2000.

Contact: [Beverly Hassell](mailto:Beverly.Hassell@ode.state.or.us), 503-947-5896

Links to OSD & OSB Newsletters

Oregon School for the Deaf: [OSD Family Newsletter](#)

Oregon School for the Blind: [The Grizzly](#)

The Oregon School for the Blind was established in 1873 to provide education services for students who are blind. The Oregon School for the Deaf was established in 1870 to provide educational services for children who are deaf or hard of hearing. Both schools are operated by the Oregon Department of Education.

Numbered Memoranda Overview

The numbered memorandum sent out since the October Pipeline is listed below.

DATE	MEMO NO.	BRIEF DESCRIPTION
October 16	006-2008-09	Transition Between 2008-2009 and 2009-2010 Graduation Requirements

[Click here](#) to see a complete list of Numbered Memoranda.

If you have questions or comments about this publication, please contact [Crystal Greene](mailto:Crystal.Greene@ode.state.or.us), 503-947-5650