

Better Schools Better Oregon

The Condition of K-12 Education: 2013



REVISING OUR PRIORITIES

There's something unsettling about this report card. As much as we like hazelnuts and microbreweries, we'd love to see Oregon's schools among the best in the nation.

REPORT CARD

NAME: State of Oregon

SUBJECT:	GRADE:	US RANK:
Hazelnut Production	A+	1st ¹
Greenness	A+	2nd ²
Microbreweries	A+	2nd ³
Most Green Jobs	A	6th ⁴
Most Sustainable	A+	3rd ⁵
Bike-friendly	A	5th ⁶
Cleanest	A-	7th ⁷
K-12 Education	C	42nd ⁸

EXPLANATION OF MARKS:

- ¹ Hazelnut production
<http://www.oregonhazelnuts.org>
- ² Forbes: America's Greenest States, 2007
http://www.forbes.com/2007/10/16/environment-energy-vermont-biz-beltway-cx_bw_mm_1017greenstates.html
- ³ Brewer's Association of America: Capita Per Brewery, 2011
<http://www.brewersassociation.org/pages/business-tools/craft-brewing-statistics/breweries-per-capita>
- ⁴ 24/7 Wall Street: Ten States Where Green Jobs Thrive, 2011
<http://247wallst.com/2012/03/27/ten-states-where-green-jobs-thrive/2/>
- ⁵ Puget Sound Business Journal Report: Washington still nation's No. 2 'sustainable' state, 2011
<http://www.bizjournals.com/seattle/news/2011/07/05/report-washington-still-nations-no.html>
- ⁶ Bicycling Magazine: 2011 Best Bike-Friendly States Announced, 2011
<http://bicycling.com/blogs/thehub/2011/05/24/2011-best-bike-friendly-states-announced/>
- ⁷ American State Litter Scorecard, 2011
<http://statelitterscorecard.bellstrike.com/>
- ⁸ Education Week, Quality Counts, 2013
<http://www.edweek.org/ew/qc/index.html>

Dear Fellow Oregonian,



At the Chalkboard Project, we believe that Oregon's students deserve a school system that is among the best in the nation. I want this for my own daughter and for every child in the state. Yet according to Education Week's "Quality Counts: 2013" report, Oregon's schools currently rank 42nd. Our 68% high school graduation rate places us 44th nationally, and Oregon is one of five states in which the achievement gap between white middle-income students and low-income and/or students of color widened between 2003 - 2011. For the future of our kids, our economy, and our state as a whole, we can and *must* do better.

Fortunately, there's hope. For the past nine years, the Chalkboard Project has been working with schools to find solutions. In our partner districts, which serve about a third of Oregon's students, we have seen student achievement improve significantly and teachers become more empowered as professionals. Our strategy is straightforward: 1) Research: provide evidence-based research as the foundation for reforms; 2) Incubate: partner with educators and stakeholders to pilot promising practices and demonstrate results; 3) Advocate: serve as an independent, non-partisan voice for evidence-based policies.

We believe that a top-ten education system is within Oregon's reach. I hope that this report not only highlights our schools' key challenges but also their routes to improvement. We can make Oregon's schools among the nation's best...but we need your help to do it. Please share this information with colleagues, friends, schools, and state leaders, and help us advocate for a better future for Oregon's children.

Sincerely,

Sue Hildick,
Chalkboard Project President

**Includes D.C.*

Top-ten Comparison

What does a top-ten public education system look like?
How does Oregon compare?

	OR State Average	Rank	Top-ten Range	
Achievement Levels ¹				
2011 4th Grade Math	237	37 th	245 - 253	
2011 8th Grade Math	282	31 st	290 - 299	
2011 4th Grade Reading	216	38 th	225 - 237	
2011 8th Grade Reading	264	32 nd	270 - 275	
Poverty Gap ²				
				Gap Increase ³ (2003-11)
2011 4th Grade Math	24	42 nd	13 - 17	+8
2011 8th Grade Math	24	24 th	16 - 21	+4
2011 4th Grade Reading	26	31 st	15 - 22	+8
2011 8th Grade Reading	24	39 th	14 - 18	+9
College Preparedness				
2012 SAT Average	511	28 th	578 - 610	
2012 SAT Critical Reading	518	26 th	581 - 608	
2012 SAT Math	521	29 th	587 - 630	
2012 SAT Writing	494	32 nd	565 - 594	
2012 ACT Average	21.4	27 th	22.8 - 24.1	
2012 ACT English	20.6	27 th	22.3 - 23.9	
2012 ACT Math	21.6	25 th	22.8 - 24.5	
2012 ACT Reading	21.8	28 th	23 - 24.2	
2012 ACT Science	21.3	27 th	22.3 - 23.3	
High School Completion				
Graduation Rate	68%	44 th	84 - 88%	

¹ National Assessment of Educational Progress (NAEP) Scores (See definition on page 4)

² Poverty Gap: Average number of points by which regular-income students outperform low-income students.

³ Gap Increase: Number of points by which outperformance has widened between 2003 - 2011

3 | Data: U.S. Department of Education; The College Board, The SAT Report on College & Career Readiness; ACT Inc., ACT Profile Report - OR; Education Week, Quality Counts 2013

Losing Ground

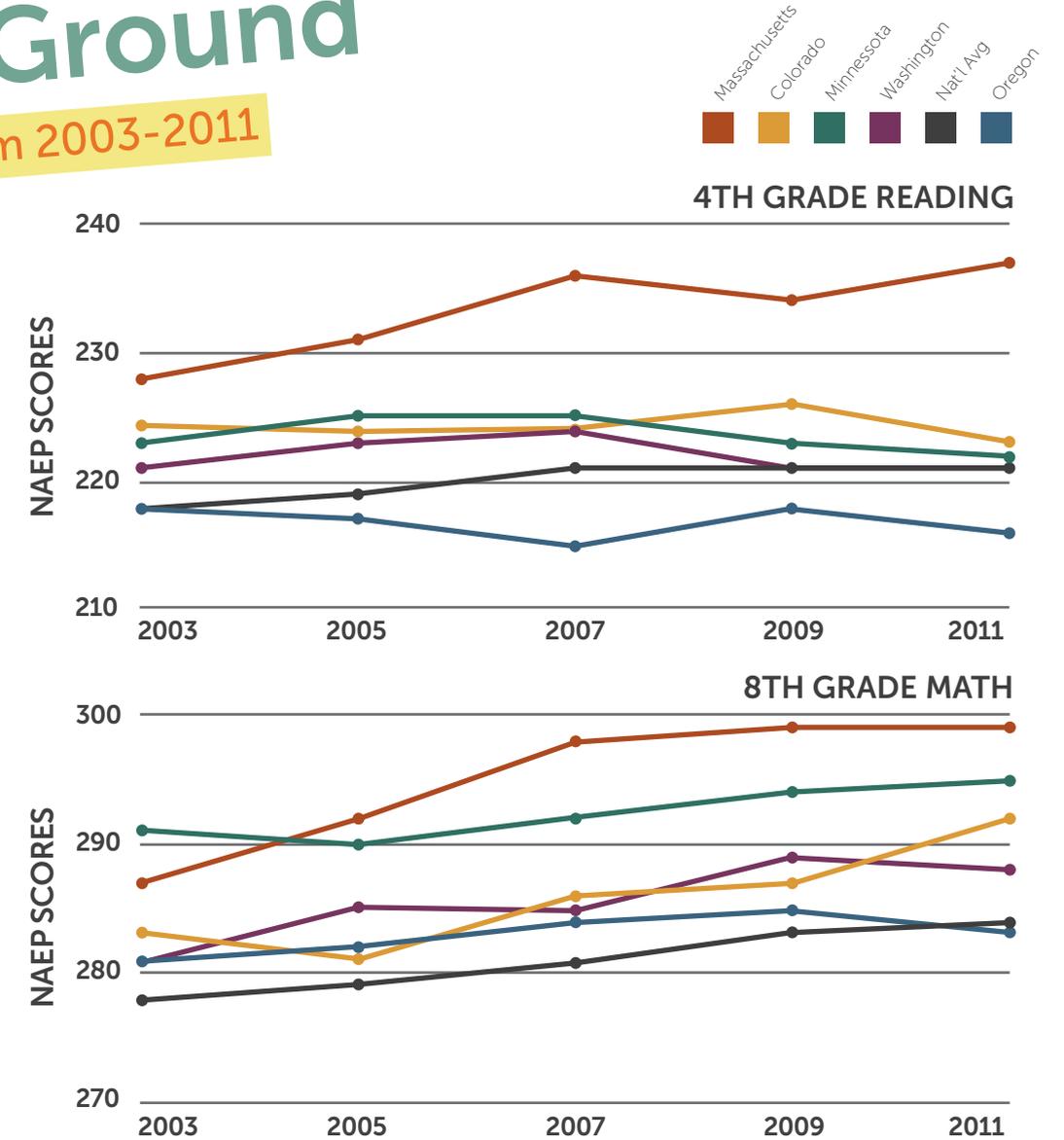
NAEP Scores from 2003-2011

Our Kids Deserve Better

Oregon's schools are losing ground against the national average. In 2003, Oregon's 4th and 8th grade scores were at or above the national average. Now they are below the national average and well below the top ten states like Massachusetts. Other states with comparable student demographics (Colorado, Minnesota, Washington) are improving at a faster rate.

We need to turn this trend around.

¹ NAEP scores, which range from 0-500, measure students' academic proficiency levels. Students are deemed to be at or below three levels: Basic, Proficient, and Advanced. No state's average scores hits the "Proficient" mark in any category (although Massachusetts is close), but Oregon is further behind than most.



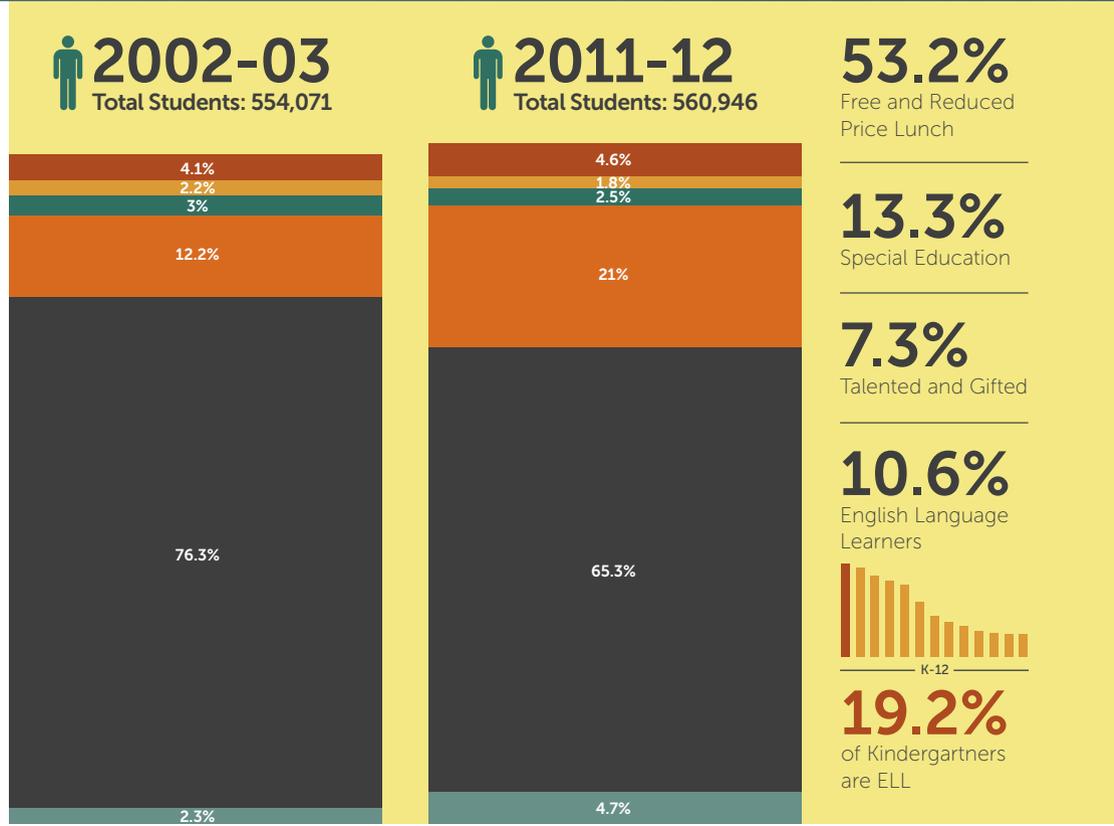
CHANGING DEMOGRAPHICS

Oregon's low-income, minority, and English Language Learner (ELL) students are quickly growing in numbers, but we are struggling to meet their academic needs.



NEW DATA

Chalkboard has received a grant from the Spirit Mountain Community Fund to conduct a first-of-its-kind study of the achievement of Native student populations. More information about this study will be forthcoming.



An Opportunity for Improvement

In 2011-12, over half of Oregon's students were categorized as low-income, a third were students of color, and almost 20% of kindergarteners were English Language Learners (ELL). Data show that all three populations are less likely to meet academic standards than their peers. Oregon faces an uncertain future if we can't provide a quality education to all of our students.

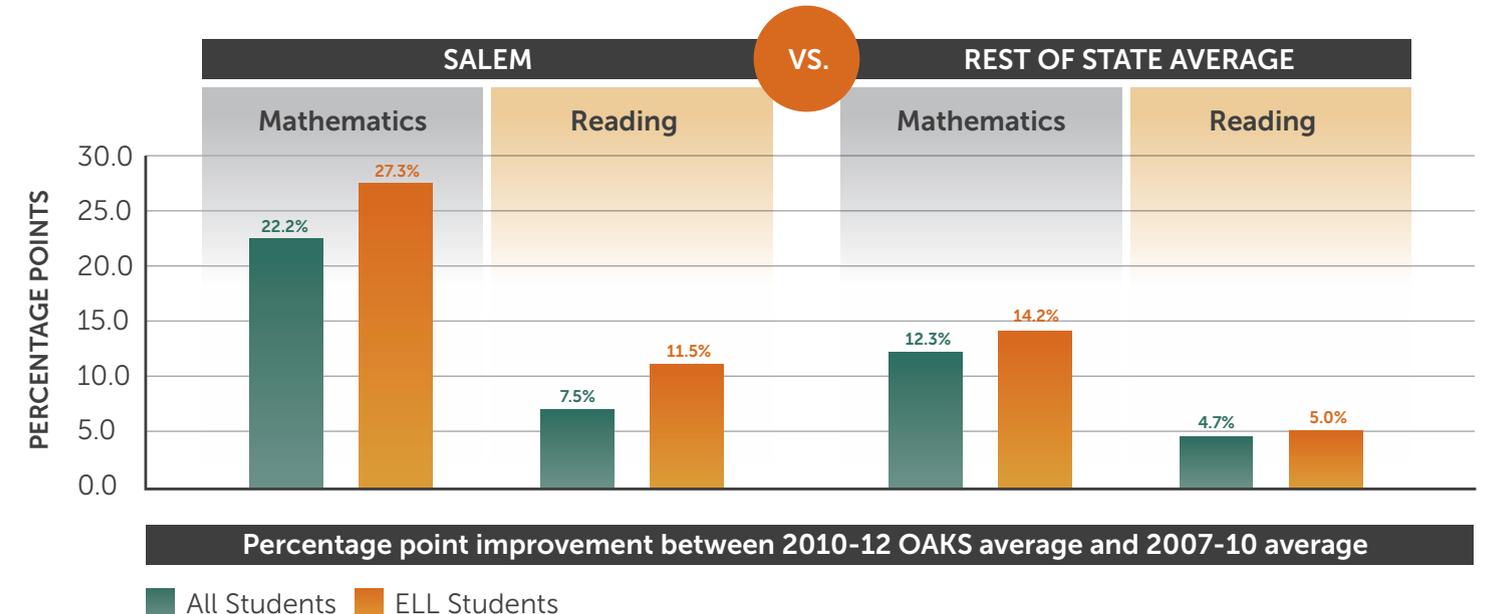
We are at a tipping point: because of our rapidly changing student population, if we can narrow the achievement gap by improving support for low-income, minority, ELL, and special education students, we can catalyze tremendous positive change for the state as a whole.

What's Possible

Meeting Diverse Students' Needs

Through careful targeting and strategic investments, many schools have turned this trend around.

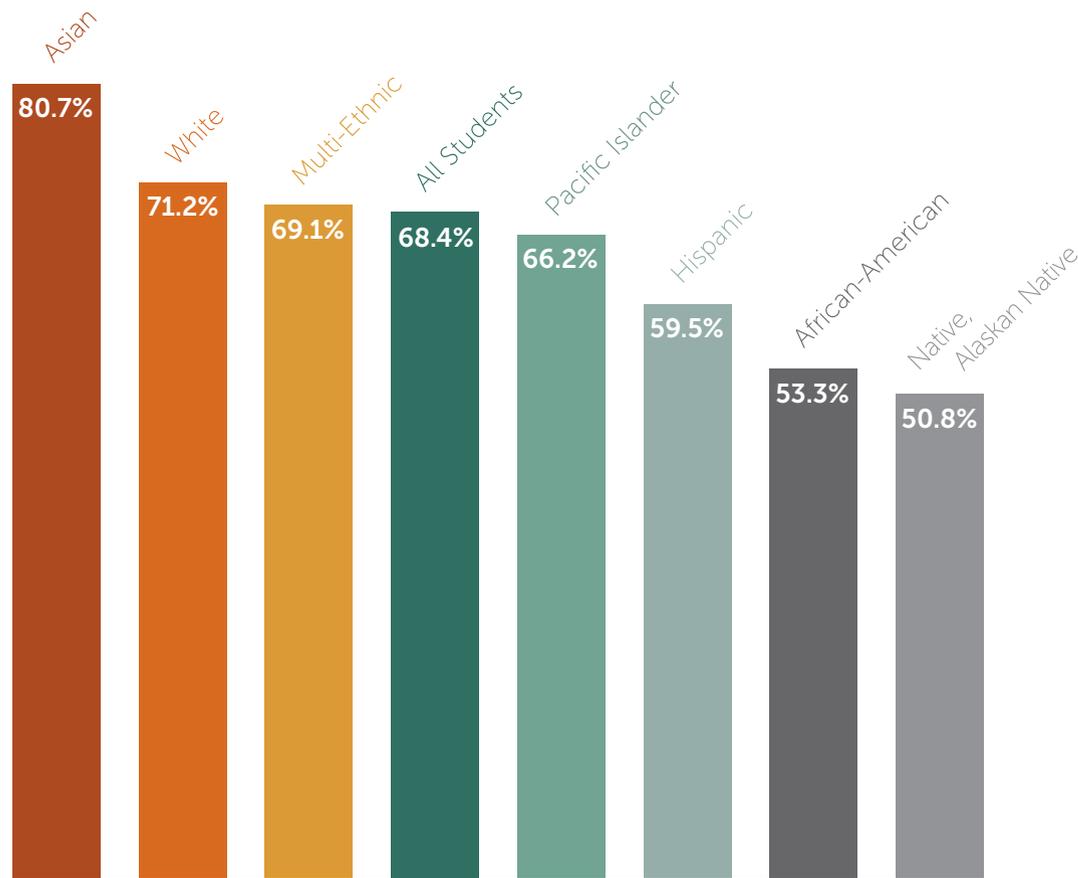
Salem-Keizer School District (SKSD) has a high proportion—19%—of students with limited English proficiency and a student body which is almost 40% Hispanic. Through the CLASS Project, SKSD has focused time and energy on ensuring that all teachers are supported to do their best work in the classroom (learn more about CLASS on pg. 6). Comparing the average OAKS results from the last two years (in which SKSD implemented CLASS) to the three previous years, SKSD'S students are improving at a faster rate than other students in Oregon. Moreover, SKSD'S ELL students have made tremendous gains in meeting academic benchmarks, thus narrowing the achievement gap between these students and their peers. SKSD now has a number of new policies and programs that benefit all students and teachers, including 90 hours per year of mentorship for beginning teachers and administrators, and ESL training for all new teachers.



Student Graduation Rates

Oregon's Unacceptable Results

Note: Percentages improve in all categories if five-year (cohort) graduation rates are included.



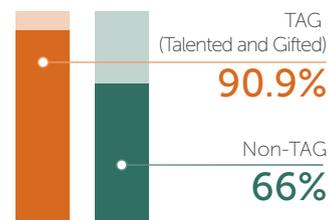
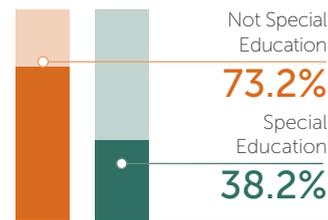
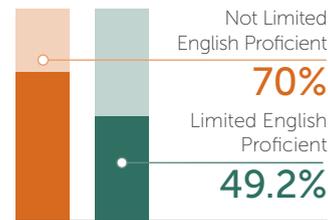
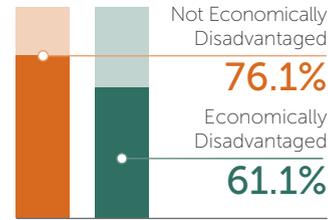
GRAD RATES
2009-12:

2009
66.2%

2010
66.4%

2011
67.7%

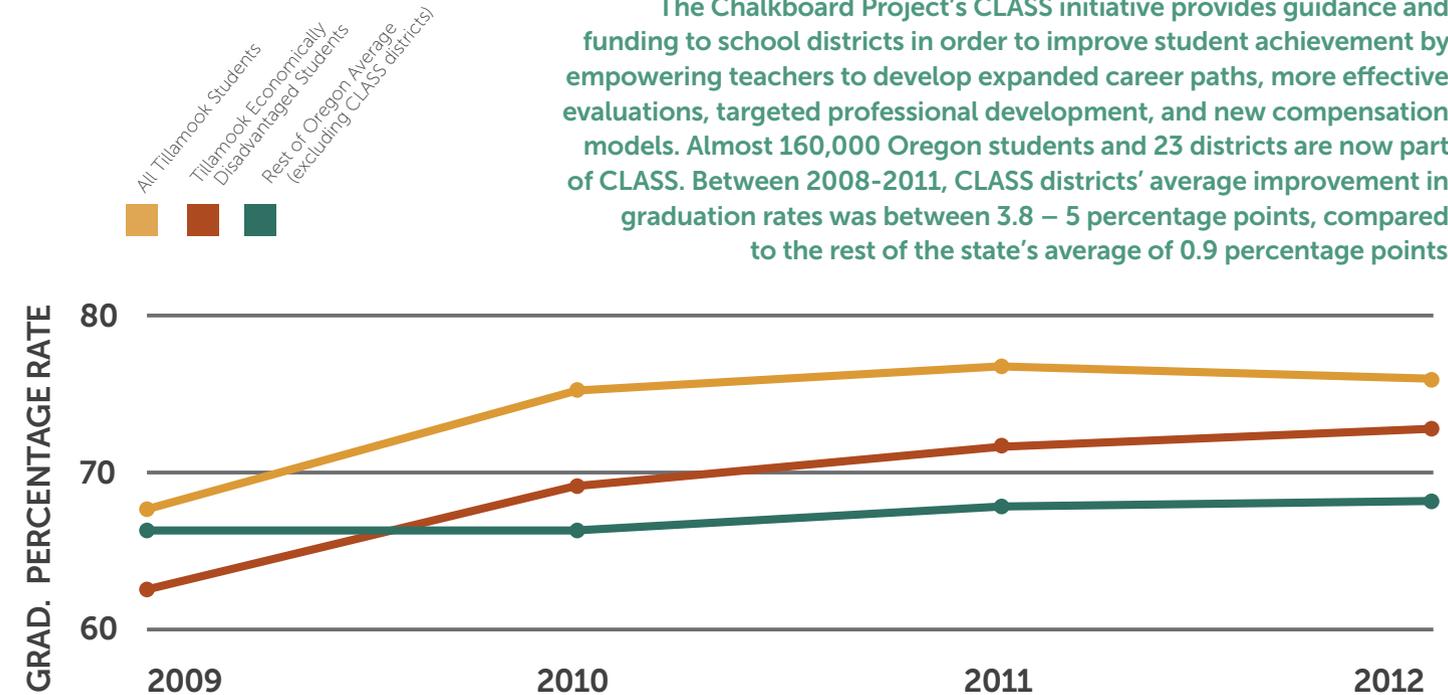
2012
68.4%



What's Possible

Case Study: Tillamook School District and CLASS

The Chalkboard Project's CLASS initiative provides guidance and funding to school districts in order to improve student achievement by empowering teachers to develop expanded career paths, more effective evaluations, targeted professional development, and new compensation models. Almost 160,000 Oregon students and 23 districts are now part of CLASS. Between 2008-2011, CLASS districts' average improvement in graduation rates was between 3.8 – 5 percentage points, compared to the rest of the state's average of 0.9 percentage points.



In the past four years, Tillamook School District—a CLASS participant—has significantly improved the graduation rate of low-income students (who number almost two-thirds of its student body) and has increased its overall graduation rate by 9 percentage points. They accomplished this by providing targeted professional support and creative compensation for new teachers (for example, by developing incentives to encourage faculty to engage with the local community).

Our Teachers

Preparing a New Generation of Educators

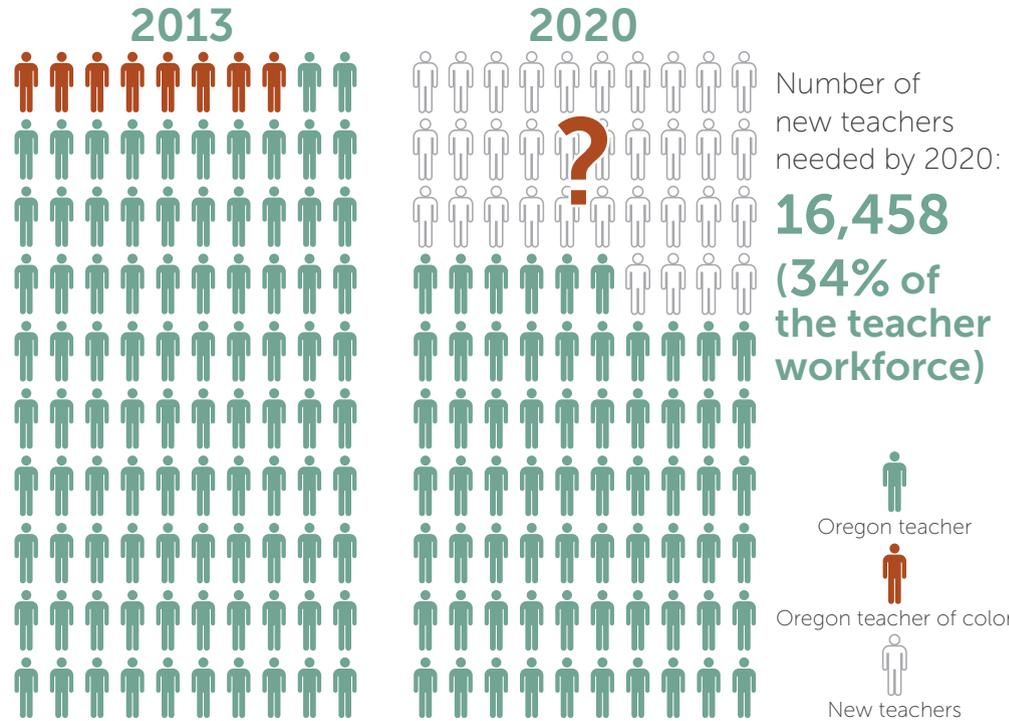
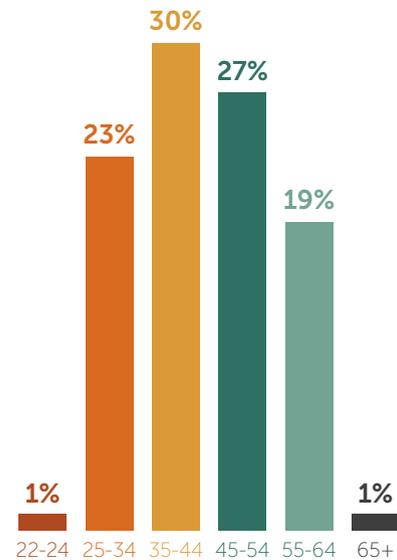
"Teachers are the single most important in-class factor in determining whether and how well students learn. In fact, a teacher's influence on student achievement in the classroom is a full 20 times greater than the effect of any other variable, including class size and poverty."¹

Between a growing student population and an aging teacher corps, by 2020 at least a third of Oregon's teachers will be new, and Oregon's schools will likely have more low-income, students of color, ELL, and special needs students than ever before. *Imagine the difference we could make if we could recruit and train a new generation of diverse, high-quality teachers.*

Students of color: **36%**

Teachers of color: **8%**

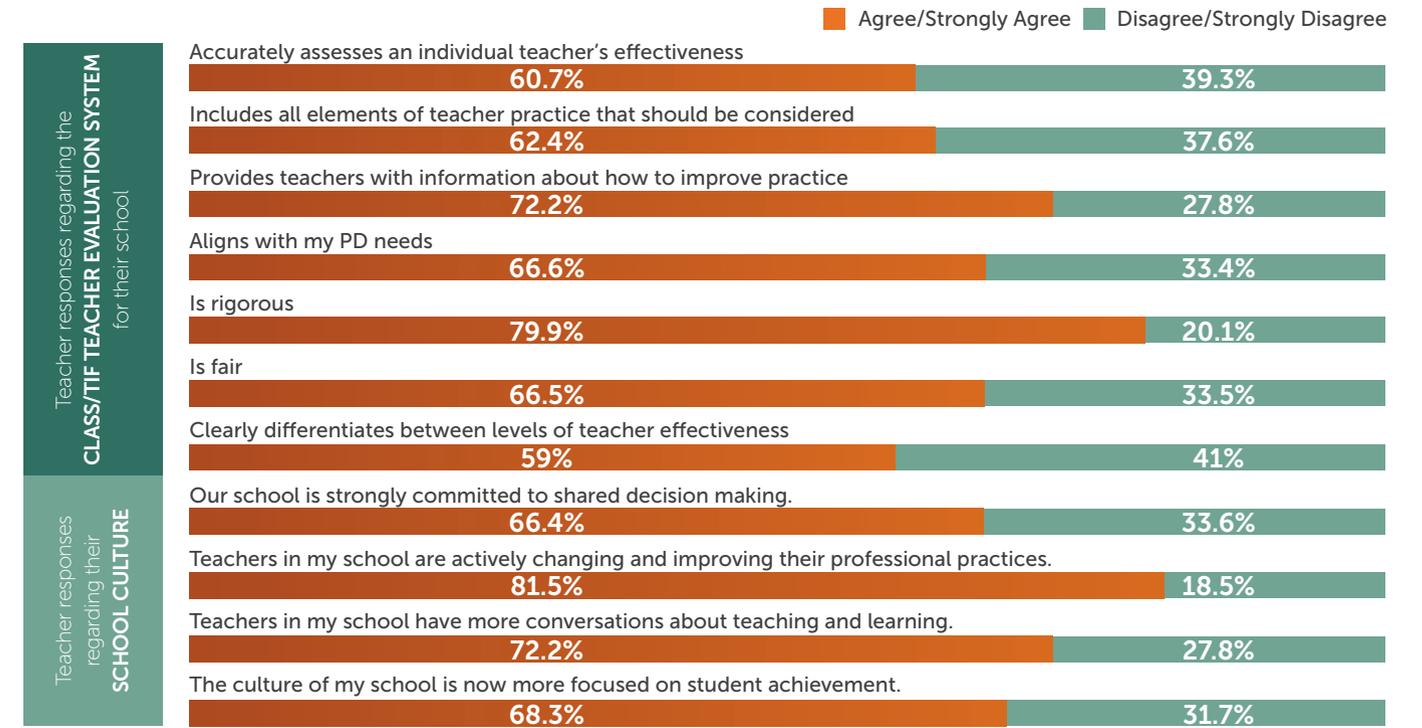
TEACHER AGE DISTRIBUTION:



What's Possible

Supporting Great Teaching – CLASS Project

Great teaching takes inspiration and cultivation. In 2010, the Chalkboard Project received a \$24.4 million grant from the federal Teacher Incentive Fund (TIF) to support the CLASS Project and expand it to meet TIF requirements in six high-need school districts: Bend-La Pine, Redmond, Crook County, Greater Albany, Lebanon, and Salem-Keizer. Survey responses from teachers below demonstrate the importance of investing in tools that support great teaching:



Spending

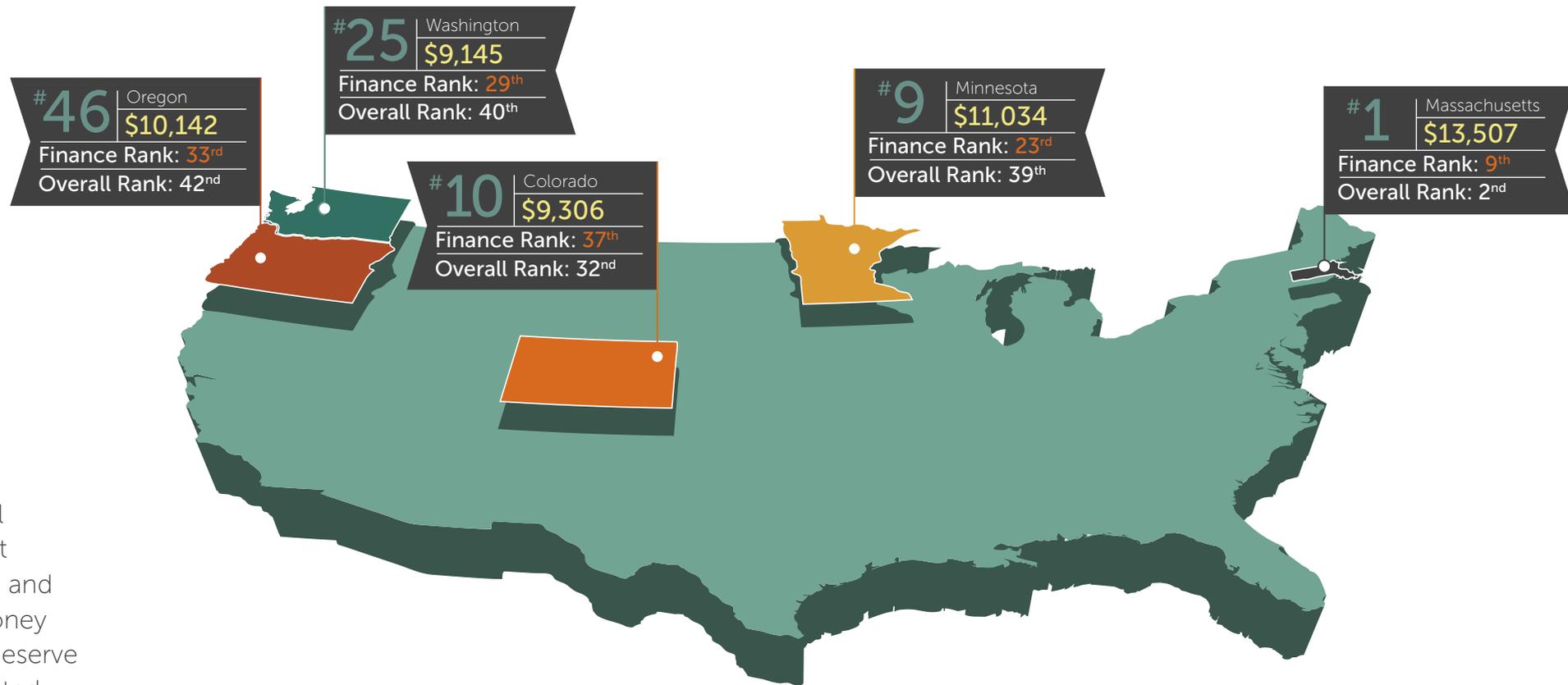
How does Oregon rank?

Achievement Rank **vs**
 Education Spending* **vs**
 Finance Rank **vs**
 Overall Rank

* Adjusted per-pupil expenditures
 (Analysis accounts for regional cost differences)

Oregon's Results per Dollar

Oregon is ranked 33rd among states in school financing, but our students' K-12 achievement ranking is an unacceptable 46th. While stable and adequate education funding is necessary, money also needs to be better spent. Our students deserve maximum educational results per dollar invested.



"...there was no clear relationship between spending and achievement after adjusting for other variables, such as cost of living and students in poverty. These findings are consistent with existing research: How a school system spends its dollars can be just as important as how much it spends, at least above some threshold level."

Irich Boser,
 "Return on Educational Investment"
 (Center for American Progress, 2011)

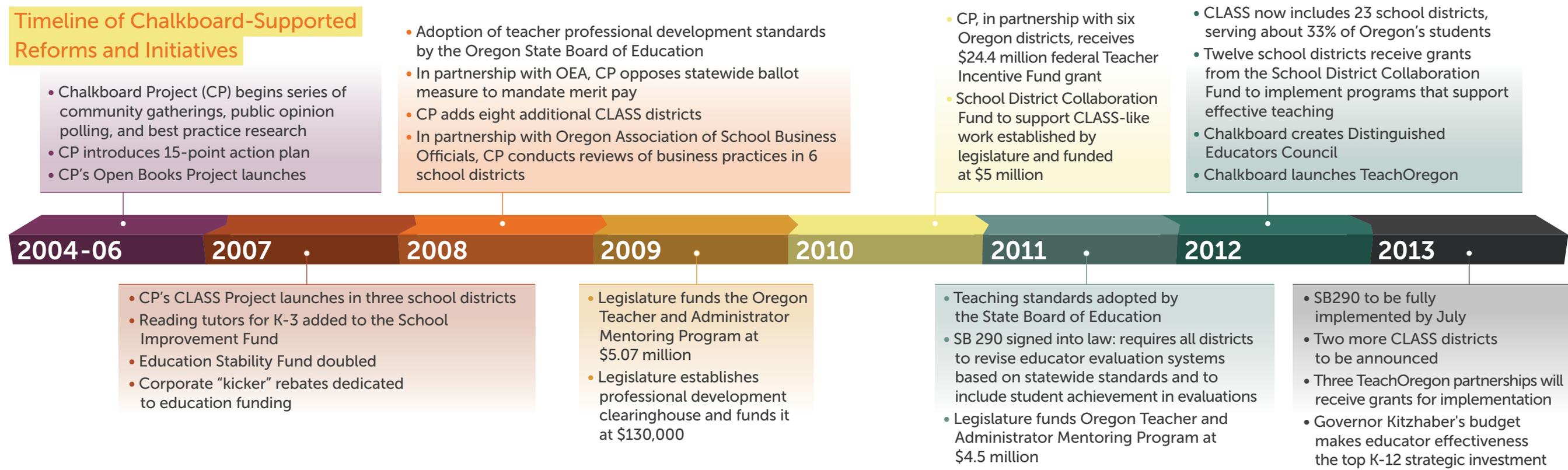
Education Week's "Quality Counts" report provides an overall ranking of each state as evaluated by a rubric incorporating states' scores in the following categories: Chance for Success; K-12 Achievement; Standards, Assessments, and Accountability; the Teaching Profession; School Finance; and Transitions and Alignment. Oregon performs poorly in most categories. Our system needs to spend more on our children's educations, but it also needs to target better the money it has: other states are outperforming us while spending less. The top performer, Massachusetts, spends less per pupil than 13 other states.

Massachusetts and Colorado, two states with very different funding levels, manage to outperform most of the country on national math and reading tests. Oregon should look to what these states are doing to help determine our own path toward top performance.

¹ D.C. and Hawaii are not included in national rankings of spending because they are single-district systems. This means that Oregon's spending ranks even lower: 33rd out of 49 rather than 51.

Growing Momentum

Timeline of Chalkboard-Supported Reforms and Initiatives



CLASS PROJECT

"Teachers have the single greatest in-school impact on a child's education. The CLASS Project is a tremendous example of the successful work that should be taken to scale, because students benefit when teachers work together to share best practices and learn from one another."

*Arne Duncan,
U.S. Secretary of Education*

CLASS Project: CLASS gives school districts the tools to empower teachers by designing expanded career paths, better performance evaluations, professional development opportunities, and new compensation models. Our \$24.4 million TIF grant expanded its requirements and reach. chalkboardproject.org/what-we-do/class-project/

TEACH OREGON: A pilot program that partners school districts with their local community colleges and teacher training institutions in order to create collaborative models that prepare new teachers to meet districts' specific, real-world needs. chalkboardproject.org/teacher-preparation/

DISTINGUISHED EDUCATORS COUNCIL: A group of thirteen outstanding teachers selected to develop recommendations for supporting and strengthening the teaching profession and ensuring that Oregon is a great place to teach and learn. chalkboardproject.org/the-distinguished-educators-council/

OPEN BOOKS PROJECT: An easy-to-use tool that allows all Oregonians to explore a wide variety of information about Oregon's K-12 public schools. You can view information about your local district, compare districts, or see statewide averages. openbooksproject.org

2012-13 Profile of Oregon Schools

Number of Districts	196	Total Number of Minority Students	189,134
Number of Schools	1,361	Percent of "Small Districts" (under 250 students)	28%
Average Number of Students Per District	2,845	Percent of Households with children 6-17	23%
Median Number of Students Per District	785	Teacher FTE in 2012-13	26,463
Total Number of Oregon Students	561,328	Student Chronic Absenteeism Rate (Percent of students missing 10% or more of school days)	21%

Data: Oregon Department of Education, Fall Membership Report 2011-2012

GET INVOLVED

Here's how you can get involved:

- Share this pamphlet's information with teachers, colleagues, legislators, and schools.
- Educate yourself on the issues: our resources are a great place to start. Try these first: chalkboardproject.org/the-issues/ and openbooksproject.org.
- Check our website (chalkboardproject.org/action-center/) for upcoming opportunities to support Oregon's schools and educators. Join our Citizen Corps and add your voice!

Chalkboard Project uses a three-pronged strategy to strengthen our schools:

- 1) Research: provide evidence-based research as the basis for reforms.**
Based on best-practice research, Chalkboard has advocated for lowering K-1 class sizes, providing reading tutors to all K-3 students, investing in supports for new teachers, stabilizing school funding, and finding efficiencies in school business practices.
- 2) Incubate: partner with educators and stakeholders to pilot promising practices and demonstrate results.**
Chalkboard's CLASS Project now works with over 33% of Oregon's students. CLASS received a \$24.4 million federal grant and earned high praise from U.S. Secretary of Education Arne Duncan. TeachOregon partnerships will begin implementing new models of teacher preparation in Fall 2013.
- 3) Advocate: serve as an independent, non-partisan voice for evidence-based policies.**
Chalkboard, a nonprofit organization, does not act in the interest of one group or policy but instead acts for the benefit of Oregon's schools, students and citizens. All voices—schools, teachers, administrators, unions, universities, and students—are at our table.