



## From the Desk of Susan Castillo State Superintendent of Public Instruction

After months of stories about how the current state budget crisis is having a negative impact on our schools, sometimes it's hard to hear good news about the future of education in Oregon. Our state is headed in the right direction to better prepare each and every student for life in the 21st Century. Do we need to make our case for a better budget? You bet! As we work towards that goal, and to

overcome the obstacles to learning that budget cuts present, we in education remain committed to the vision we have set for our students.

Over the past two years, Oregon classrooms have been moving away from a system of "seat time" and toward a structure of proficiency in the core academics of reading, writing, math, and speaking. The new Oregon graduation requirements guarantee that all students, regardless of race or economic standing, graduate with real-world skills instead of a prescribed number of class hours on a check-off list. The Oregon Diploma is our state's shared vision for student achievement; one that recognizes all students' fundamental right to graduate ready for life. Our mission as educators is to use the new graduation requirements to provide our students with meaningful and relevant educational experiences—experiences that will transform the status quo in which some groups of students achieve in our education system and others barely get by, graduating with little chance of earning a decent family-wage job, or worse, just dropping out altogether.

Inherent in this higher standard is a promise to each and every student that we believe in them and that we will help them acquire the tools they need to be successful in their next steps after high school. Students who are at risk of dropping out or not meeting these higher standards need extra support such as after-school tutoring, summer programs, and other targeted assistance to insure they are ready for the rigor of high school academics. In addition to these extra supports, we must continue to sharpen our focus and urgently implement strategies that will not only close, but eliminate the academic achievement gap.

The current proposed state budget for schools does not provide adequate support for this higher aspiration we have for Oregon students, but throughout our state, we are working to make as much progress as we can. Oregon's rigorous standards for all students include the Essential Skills and knowledge necessary to help them succeed in the 21st Century. These standards are now linked to a world-class online adaptive assessment system that more effectively helps students gain proficiency. We have developed better data tools for our schools to use and are providing professional development to help educators know how to use those tools to improve instruction. We have and continue to build onto a comprehensive data system that will allow our schools to share important information so that they can better serve each student whether they are in preschool or in one of our universities.

In the coming weeks, I will not only continue to make our case for K-12 funding, I will also continue to emphasize the vital work our educators do to prepare our students for the 21st Century. I know the education community has been presented with an extraordinary challenge. However, we are stronger and better equipped to weather this economic storm than we were a few years ago. Together, we will continue to build on our successes and effectively use every dollar we have to ensure our students have the tools they need to be successful in life. I look forward to hearing from you. As always, I welcome your ideas and comments. You can contact me at [superintendent.castillo@state.or.us](mailto:superintendent.castillo@state.or.us).

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## Profiles of leadership Series

By Deputy Superintendent Ed Dennis

It is too easy sometimes to forget that there are real people behind the policies here at ODE. We have assembled a terrific leadership team, and I wanted to take a bit of space here to tell you about the remarkable individuals who are working day-in and day-out to improve Oregon's schools and students. This will be an occasional series for the *Superintendent's Pipeline*, and today we're starting with Assistant Superintendent Doug Kosty.



**Asst. Superintendent Doug Kosty**

Doug Kosty has earned a reputation as a consensus-builder and leader — both inside and outside Oregon.

I can't count the number of advisory groups Doug has created, the number of partnership and alliances he has forged and nurtured. His main strength, among many, is bringing people to the table, being open and inclusive — and still *getting things done*. Doug sets high expectations for himself and those who work

for him, and he has a knack for bringing out the best in his co-workers and colleagues. He may be tough, but he's fair.

When it comes to student assessment and achievement data, Doug has helped put Oregon on the national map. The OAKS assessment system and the KIDS regional data warehouses are widely recognized. Doug continues to push an innovative

agenda, including work on school-centric and student-centric growth models, and professional development aimed at improving the quality of data and showing educators how to use data to improve achievement.

Doug is involved with important, sometimes controversial work, but he manages to earn the respect of everyone. It's no surprise to me that Doug's peers have made him the chair of the National Education Information Management Advisory Consortium.

## 2010 United States Senate Youth Scholarship Program

Please take a moment to nominate one of your students for the United States Senate Youth Program. Students with junior or senior standing and an elected student officer for the 2009-2010 school year are eligible.

This student will then compete for:

- A scholarship award of \$5,000, and
- An all-expense paid (including airfare) one-week trip to Washington, D.C.

Please visit the Oregon Department of Education [website](#) for more information.

Completed student nomination packets must be postmarked no later than **Friday, October 2, 2009** no exceptions. Sorry we will not accept faxes.

If you have any questions or need assistance, please contact Heidi Schulze in the Office of Student Learning & Partnerships, at (503) 947-5661, or via E-mail at [Heidi.Schulze@state.or.us](mailto:Heidi.Schulze@state.or.us).

## Closing the Achievement Gap The New Oregon Report Card and Student Centered Growth Model

The Student Centered Growth Model and the revisions to the new School and District Report Cards will help Oregon recognize schools that are closing the achievement gap. The changes will more clearly describe targets for students who are not yet meeting the achievement standards and continue to acknowledge students who exceed the standard.

ODE has worked with partners and advisory groups to develop a growth model that is fair, timely, transparent and clear. Oregon's growth model sets rigorous expectations for all students that put them on track to receive a high school diploma. It rewards high achievement, continuous improvement in student learning, and emphasizes the importance of closing of the achievement gap.

After analyzing several models against historical Oregon data, the ODE Growth Model Team and external advisory committees chose a model that sets rigorous goals for students, but is simple and understandable. This model provides "target" scores for each student that has not met the achievement standard in the prior year. Students and teachers can use this information to know immediately upon receiving current OAKS results whether or not the student met his or her individual target. Since the targets are based on the achievement standards that were recommended by Oregonians, this model will provide realistic and attainable achievement goals for all students.

The Oregon Student Centered Growth model is an important additional to Oregon's accountability system. In contrast to the prior report card formula that provided partial credit to schools for students at the "nearly meets" and "low" performance levels, the new

model provides full credit to schools for students that are showing sufficient growth.

This is in contrast to AYP that rates each subgroup, and the failure of any one subgroup to meet performance targets results in a "Not Met" for the entire school. To make these determinations reliable, AYP only rates subgroups of a certain size. The new Report Card rating system uses a holistic rating and factors in the performance of *all* subgroups with an historic achievement gap (i.e. students who are Limited English Proficient, African American, Hispanic, Native American, Economically Disadvantaged or served by Special Education). This ensures that the system rewards schools for closing the achievement gap for *all students*.

Look for more information on the New Oregon Report Card in the August issue of the Pipeline or visit [Oregon Student Centered Growth Model](#) on the web.

## HB 2061 Signed into Law, Effective Immediately

Governor Kulongoski signed [HB 2061](#) into law on April 1<sup>st</sup>. This law is a technical fix that waives the **increased graduation credit requirements** for some students. The increased graduation requirements were passed by the 2005 Legislature and set to go into effect July 1, 2009. These requirements are one additional English credit (for a total of 4) and one additional mathematics credit (for a total of 3). This waiver applies only to students who began ninth grade during the 2005-2006 school year, and were enrolled in school consecutively during the 2006-2007, 2007-2008 and 2008-2009 school years and who will receive their diploma prior to July 1, 2010. This law is binding and has immediate effect. OAR 581-022-1130, which outlines the diploma implementation timeline, will be revised in June to reflect the change.

Click [here](#) for background information.

## Oregon DATA Project

# Two-Year Progress Report

In June 2007, the Oregon Department of Education received a three-year, \$4.7 million grant from the federal Institute of Education Sciences to develop a longitudinal data system. Here's what we've done with it so far:

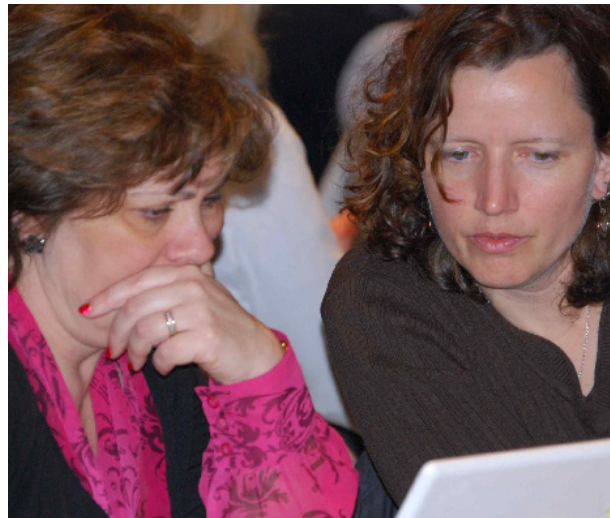
**We listened to the field.** Before we built an action plan for the project, we went to the people on the front lines. From November 2007 through January of 2008, 15 focus groups met in eight locations throughout the state. Nearly 200 people participated, including superintendents, principals, teachers, curriculum directors, ESD representatives, IT directors and classified staff. Besides providing the level of detail needed to direct the activities of the project, the sessions also contributed to an atmosphere of collaboration and grassroots support.

**We trained instructional teams--lots of them.** We used the input from the field to develop and deliver three different strands of professional development for an instructional audience. Strand 1 training, "Creating a Culture of Data Quality," was provided to 25 districts and 105 participants. Strand 2 training, "Using Data to Improve Learning in Districts and Schools," was presented in nine regional workshops of two days each to 342 participants from 81 districts. Strand 3 training, "Using Data to Improve Learning in the Classroom," reached 524 participants in 87 different districts, also in nine regional workshops in a two-day format.

**We developed training for technical teams.** During the first phase of the project's technical training track for data teams, we reached 150 people at six ESDs with our "Need for Data Quality" presentation. Full-day workshops at eight ESDs are scheduled this fall for the second technical training component, "Building a Culture of Data Quality."

The final component of the project's technical training will focus on online support documents and tool sets related to state collection files; it is in the development phase.

**We planned for the future.** The project isn't over when the training schedule is done – it is, in fact, just beginning. Certification training is now complete for all of the instructional strands. Forty people are certified to teach Strand 1. Sixty people from all over the state have been certified to teach Strand 2, and 49 have been certified on Strand 3. More than half the new trainers are from K-12, with the rest coming from ESDs. These trainers will provide ongoing training and support to the field in 2009-2010; districts can contact their ESD to schedule



**Strand 3 certification training: Portland**

training

Video training segments from both strands will soon be available on the DATA Project website, allowing training to be conducted on an on-demand basis.

Plans are also under way to support a deep implementation of the project training in three regional locations (Western, Central and Eastern Oregon). Extensive evaluation of the project will be conducted in these three regions, providing detailed information about what is needed to create a data culture in large, medium and small districts.

**And we collaborated.** The Oregon DATA Project is just one of several initiatives in our state, all of them working closely together to ensure the success of a statewide data system.

The **KIDS program**, a state-funded initiative, focuses on standardizing student data in an effort to streamline compliancy reporting and creating a transcript exchange (OSTX)

## OREGON DATA PROJECT continued from page 4

between schools and post-secondary entities. Phase III of the KIDS program is under way and involves collecting student data from six regional data warehouses. Enhancements will be made to the entire system, i.e., in the metadata, data elements and reporting capabilities. The training on OSTX is scheduled to begin late summer or early fall, and Phase III is scheduled to be completed in January 2010.

All six of the **regional data warehouses** are operational and collecting data from the different student information systems (SIS) in use throughout the state. Several of the warehouses have reached outside of their normal coverage area to collect student data from Oregon's 200 or so districts. Representatives from each of the warehouses are working with ODE to clean up errors and validate student data.

The goal of the **Growth Project** is to develop tools to measure student progress on statewide assessments. ODE, in concert with stakeholders, has developed a Growth Model for school accountability that will be applied to the 2008-09 school report cards. This model provides target scores for student who are not yet meeting standard. These targets provide intermediate goals for students, with an aim of reaching standard in about three years. For a calendar of Data Project Trainings: [www.oregondataproject.org/content/master-calendar](http://www.oregondataproject.org/content/master-calendar)

For more information: Megan Monson, Oregon DATA Project, 541-863-5267.

### By The Numbers\*...

<b>Participating Districts</b>	<b>122</b>
<b>Participating Educators</b>	<b>842</b>
<b>k-12 &amp; ESD trainers Certified</b>	<b>149</b>

\* Instructional assessment survey participation

### The buzz:

#### Instructional Strand 2, teacher

"This has been the best opportunity to learn how to think deeply about improving student learning we have ever had!"

#### Instructional Strand 3, teacher

"I have felt my teaching to be much more focused and deliberate and I believe that this is what data collection is supposed to do for both myself and the students."

#### Instructional Strand 3, ESD

"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."

#### Strand 2 certification, teacher

"The training provided us with an opportunity to deepen our understanding of the process while polishing our presentation skills. I left with some new ideas."

#### Instructional Strand 2, principal

"A great opportunity to learn together and figure out where we can change."

#### Instructional Strand 2, teacher

"For the first time, I understand data and how to use it to improve student learning."

#### Technical training, superintendent

"This very valuable self-analysis 'data discussion' was an opportunity for building secretaries, administrative assistants, and administrators to compare notes on current practices and explore methods of making our data systems maximally effective."

## Oregon Receives First Installment of ARRA Funding

Last month, the United States Department of Education (USDOE) approved approximately \$392 million for the Oregon Education Stabilization portion of the American Recovery and Reinvestment Act State Fiscal Stabilization Funds. The Governor and Oregon Legislature designated \$115.4 million of this first round of funding for K-12 school districts in the current 2007-09 biennium.



*K-12 Stimulus Information*

These fiscal stabilization funds are designed to do two things: help our schools make it through this current budget crisis and invest in the long-term strength of our nation through school reforms that boost student achievement. Our schools now have a rare opportunity to build upon our work to ensure all students graduate ready for life. We must leverage these funds to move forward with Oregon Diploma implementation by continuing to build capacity to help ensure our students enter high school ready for the rigorous curriculum that will be waiting for them

In addition to the fiscal stabilization money, districts will receive grants for special education, low-income and minority students and for raising achievement. Half of these funds are scheduled to flow to school districts in June. Specifically, the law requires states use these funds to show progress on four reform goals: developing college- and career-ready standards and high-quality assessments that are valid and reliable for all students; establishing preschool to college and career data systems that track growth and foster continuous improvement; making improvements in teacher effectiveness and in the equitable distribution of highly qualified teachers for all students; and providing intensive support and positive interventions for the lowest-performing schools.

These assurances fit well with the reforms underway in our state and give us an opportunity to take our work to the next level. With the new Diploma requirements, Oregon has created rigorous standards for all students which include the Essential Skills and knowledge necessary to help them succeed in the 21<sup>st</sup> Century. These standards are now linked to a world-class online adaptive assessment system that more effectively helps students gain proficiency. Our challenge now is to make the PK-12 system changes that are necessary to ensure all students are ready to enter high school prepared for algebra, rigorous science, effective writing, and reading at the high school level. For more information and ODE guidance on the American Recovery and Reinvestment Act go to: <http://stimulus.k12partners.org/>.

## May State Board Actions

- Approved April 2009 Board Minutes
- Approved Commissioner's Travel Approval
- Approved Community College Programs:
  - Professional Truck Driver, Statewide Certificate of Completion (Clackamas Community College, Clatsop Community College, Lane Community College, Southwestern Oregon Community College, Treasure Valley Community College, Umpqua Community College)
  - Retail Management, Opt-in to Statewide AAS degree; (Tillamook Bay Community College)
- Approved Supplemental Transportation Plan for Siuslaw School District
- Approved Supplemental Transportation Plan for Umatilla School District
- Approved Board Member Professional Development
- Approved GED Fees OAR 589-007-0500
- Approved Assessment cut scores of national assessments, to be used as options to the state assessment for students to demonstrate Essential Skills
- Directed Director Berger to return to the June meeting with a proposed slate of officer

## New Application for Free or Reduced Lunch

Starting July 2009, a secure web based version of the National School Lunch/School Breakfast Program Household Application for Free or Reduced-Price Meals will be available statewide for Households to apply for meal benefits.

Click [here](#) for the new application.

The online application guides the user through the application in a step by step manner. All the required information must be entered before proceeding to the next step.

This process helps ensure that the application is complete and helps reduce the need for districts to contact households concerning incomplete applications after they have been submitted.



The applicant will be able to complete the application in either English or Spanish. The applicant can review and modified application information prior to submitting the application and can print a report showing the information entered before they submit the application.

Nutrition program sponsors will be able to download the application:

- 1) Data electronically for processing or
- 2) Formatted as paper applications for printing, review and approval.

This process will be via the secure ODE website. Training materials will be posted July 1, 2009 on the ODE website under School Nutrition Programs.

If desired you may add the following information to your parent/guardian letter announcing this on-line application: "Applications for Free or Reduce-Priced School Meals can now be done online in just a few minutes. The program guides you through the application in just a few easy steps. Apply for school meal benefits now at: <https://district.ode.state.or.us/apps/frlapp/default.aspx>. All applications are reviewed by the appropriate sponsor / school district nutrition office for approval."

## Teens to Envision Oregon's Next 50 Years



Oregon 150, in collaboration with Travis Huntington of Voice Box Media and the Multnomah Youth Commission, are embarking on a statewide road trip to engage high school students in identifying their vision of Oregon's future for the next 50 years. Project 2059 is using an online social networking and community organizing campaign to provide teenagers with a platform to voice their visions for Oregon's future. The goal of this multimedia visioning process is to identify youth in each town who understand their stake in the future of Oregon's development and want to do something proactive about it.

Students are asked to complete an online application to continue participating in Project 2059, as well as move their conversations to the Project 2059 Facebook group and engage with peers on a statewide level.

For more information and a road trip itinerary visit:

<http://www.oregon150.org/projects/project2059/>.

## Teach the French Revolution in this Year's Oregon Academic Decathlon

The French Revolution is the United States Academic Decathlon curriculum theme for the 2009-10 season. Among the ten subject areas, students will study and research the history of the period, French literature, art and music during this era, and the breakthroughs in the field of chemistry by Antoine Lavoisier.

All Oregon high schools are invited to participate in the state competition and earn the opportunity to represent Oregon

at the national finals in Omaha, Nebraska. Curriculum packages are provided free of charge to all new schools.



The competition consists of ten events: seven objective exams in the subjects of math, art, science, literature, music, economics, and social studies; and three subjectives consisting of speech, interview, and essay. Preparation requires students to study provided course materials and conduct independent outside research.

Teams consist of nine students distributed among three grade-point average categories: three As (3.75 and above), three Bs (3.00-3.74), and three Cs (2.99 and below).

For more information visit [www.orad.us](http://www.orad.us). All interest in participation and any questions should be directed to state director Christian Cerone at (503) 347-5757 or [ccerone@yahoo.com](mailto:ccerone@yahoo.com).

## School and District Report Card Validation for Classes Taught by Highly Qualified Teachers

The validation window for classes taught by highly qualified teachers is June 8 to June 26, 2009.

The Department provides each school district an opportunity to check the information that will be used on the report cards to ensure that the data are accurate. If a district does not validate data for the 2008-09 report cards during the validation window, it will be assumed that the data are correct and will subsequently be published on the report cards.

Requested corrections to data will not be made outside the data validation windows and ODE will not grant requests to republish report cards to incorporate data changes made outside of the validation window. If you have questions please contact Bev Pratt at [bev.pratt@state.or.us](mailto:bev.pratt@state.or.us).

## ODE creating virtual learning continuity platform for schools

Last month, H1N1 flu arrived in Oregon and found its way to a handful of our schools. Luckily, few schools were affected by a related school closure. Thanks are in order to each and every school district for closely monitoring the situation and for working with your local health departments. It was a tense few days and your vigilance and dedication helped to keep our students safe and learning.

The Oregon Department of Education is working closely with the Oregon Public Health Department to prepare for the upcoming flu season. State health officials have cautioned that H1N1 has the potential to be more severe this winter and affect a larger portion of the population. As in any flu season, schools may need to close due to illness affecting a large percentage of their student and faculty population.

To help schools provide learning opportunities for their students in the event of a prolonged school closure, the Oregon Department of Education is developing a virtual learning continuity platform through the [Oregon Virtual School District](http://www.ode.state.or.us/virtual). The virtual learning platform will allow teachers and students to access class materials and resources from home. Teachers



can use the platform to communicate class assignments and guidance to their students who have access to home computers. The platform will include blogging and audio features. Schools will also be able to use the virtual learning platform to keep parents and students up-to-date.

In addition to the virtual learning continuity platform, the Oregon Department of Education has developed an H1N1 FAQ based on many questions received during last month's heightened period of surveillance. The agency is working to further develop this list with our education partners. The FAQ will be posted with the other ODE H1N1 resources at: [www.ode.state.or.us/go/flu](http://www.ode.state.or.us/go/flu).

Contact Susanne Smith, ODE public affairs manager, [susanne.smith@state.or.us](mailto:susanne.smith@state.or.us) with questions or concerns. Please continue to regularly check the Centers for Disease Control school guidance [website](http://www.cdc.gov) in coming months for updated H1N1 information.

## "NCLB: Odyssey 2009"- What you need to know about NCLB

The Oregon Department of Education's Office of Educational Improvement and Innovation is offering a series of regional workshops to share new information, updates, and in-depth information about a variety of NCLB and other programs. Host locations and dates are as follows:

- August 17 & 18 Redmond - Obsidian Middle School
- August 19 & 20 Pendleton - Pendleton High School
- August 24 & 25 Salem - Willamette ESD
- August 26 & 27 Hillsboro - Liberty High School
- September 1 & 2 Medford - Southern Oregon University-Rogue CC Higher Education Center

Registration is required and can be accessed at: [www.ode.state.or.us/news/events](http://www.ode.state.or.us/news/events) as space is limited. If you have any questions regarding workshop content, please contact Russ Sweet: [russ.sweet@state.or.us](mailto:russ.sweet@state.or.us). If you have any questions regarding locations please contact, Stacie Ankrum: [stacie.ankrum@state.or.us](mailto:stacie.ankrum@state.or.us)

## 2009 Superintendent's Summer Institute – Setting the Stage for Student Success

The Oregon Department of Education (ODE), in partnership with the Confederation of School Administrators (COSA), the Oregon Education Association (OEA) and the Oregon School Boards Association (OSBA), is pleased to announce the 2009 Superintendent's Summer Institute, "Setting the Stage for Student Success," to be held August 3-5, 2009 in Eugene.



Now in its seventh year, this statewide conference has provided extensive professional development opportunities for middle school and high school teachers and administrators. This year, for the first time the Institute will have a K-12 focus, motivated by the belief that by working together, the shared vision of a quality education for all Oregon's students will be realized. Topics at the institute will include:

- Proficiency-based Learning
- Assessment
- Career and Technical Education
- Literacy
- Cultural Competency
- Effective Instructional Strategies
- Personalized Learning

As in previous years, a small grant is available to assist teams in off-setting the cost of their travel and accommodations. Registration and grant information along with additional institute related materials are available on the 2009 Summer Institute web page: <http://www.ode.state.or.us/search/page/?id=2558>.

### State Superintendent and State Librarian Co-Sponsor Summer Reading Program

Oregon teachers and their students are invited to take part in the Oregon Summer Reading Program "Be Creative @ your Library." The Oregon Education Association (OEA) is again providing the colorful co-signed certificates from the State Superintendent and the State Librarian. The certificates will be available through the Department of Education and at local libraries. Students may receive a certificate when they have read/listened to 10 books between May 15<sup>th</sup> and September 15<sup>th</sup> or completed their library's summer reading program.

Current research confirms the importance of children reading and being read to during the summer to prevent learning loss. When children listen to books three levels above their reading level, their vocabulary grows and their comprehension improves.

To get an Oregon Summer Reading certificate, e-mail a list of the ten books that were read/listened to signed by a parent, guardian, or teacher to the Oregon Department of Education (255 Capitol St. NE, Salem, OR 97310) or connect with the public library's summer reading program. **Teachers may also request ODE to send certificates for their classroom or school beginning May 15 by e-mailing [ode.getready@state.or.us](mailto:ode.getready@state.or.us).**

The Oregon Summer Reading Program is sponsored by the following partners: Oregon Library Association, the Oregon Education Association, the Oregon State Library, and the Oregon Department of Education.

## NAEP Resource for Teachers



### The National Assessment of Educational Progress (NAEP)

**Questions Tool** provides access to over 2,000 released questions from NAEP assessments in nearly all subject areas, including reading, math, science, and social studies. See how your students compare with students in other states and across the nation by developing your own quizzes based on released questions. The Questions Tool can be found on the [web](#). It includes:

- Examples of NAEP multiple choice and constructed response items for students in grades 4, 8, and 12;
- Examples of questions that probe students' knowledge of specific content areas;
- Actual student responses showing scoring; and
- A way to examine student performance on a specific question by race/ethnicity, gender, and other student groupings.

Here is a 4<sup>th</sup> grade item from the 2006 civics assessment:

**3. Nations sometimes try to take what they need, even if it belongs to another country. Sometimes they do this by starting a war. What is a better way for a country to get what it needs?**

- A) Pretend it does not want it so the other country will sell it at a low price.
- ▶ B) Make a treaty or an agreement with the other country for what it needs.
- C) Ask the United Nations to force the other country to give it what it needs.
- D) Ask the Supreme Court to decide what the other country should do.

Response	A Percent	B* Percent	C Percent	D Percent	Omitted Percent
All	4	69	11	16	#
African American	5	61	16	19	#
Asian American/Pacific Islander	1	66	9	22	2
Latino	5	60	15	21	#
White	3	76	8	13	#

**Content Area:** *US Relationship to Other Nations*

**Cognitive Domain:** *Evaluate, Take, Defend*

In 2010, NAEP will assess 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> graders in civics, geography, and U.S. history. For more information, contact Beth LaDuca, NAEP State Coordinator, at [beth.laduca@state.or.us](mailto:beth.laduca@state.or.us) or 503-947-5836.

## June Health Focus: Warm Days Increase Drowning Risk

Information provided by: Oregon Public Health Division, DHS; Safe Kids Oregon Program

With warm weather approaching, covers on community and backyard pools will be pulled back and prepared for summertime activity. Hot days will also find families near Oregon's rivers and lakes. Yet, every year, about 10 children under the age of 14 drown in Oregon. Unintentional drowning is the second leading cause of injury death, second only to motor vehicle traffic fatalities. As we head into summer, parents and educators should understand that they have a major role in reducing summertime deaths to children.

### Background:

From 2000-2007, 76 Oregon children ages 0-14 died from submersion injuries. Over half of the deaths to children ages 1-4 occurred in pools. Most drowning deaths occur in the summer months. Since many of Oregon's waterways are fed by melting snow, they are often more than cool: they are downright cold. The colder the water, the higher the risks with cold water immersion. "Cold shock," which occurs during the first few minutes of sudden cold water submersion, can elicit an involuntary gasp (possibly even while submerged), severe hyperventilation, and potentially severe cardiac involvement, all of which can contribute to drowning.

### How Parents and Teachers can help:

Children can get into trouble in a matter of second when around water. Safe Kids recommends that parents and adults actively supervise—with their eyes on their kids at all times—when they are in or near the water. Adults should take turns serving as the designated "Water Watcher," paying undivided attention, and staying where they can see, hear, and reach kids in water.

While swimming skills can help prevent drowning, teaching children to swim is not a substitute for active supervision. Personal

flotation devices (life jackets) should be worn in both motorized and non-motorized water craft, as well as for non-boating recreation in rivers and lakes. Oregon law requires boats to carry lifejackets, and children 12 and under to wear one at all times on a vessel. Safe Kids recommends that all adults and children wear lifejackets when on or near rivers and lakes. And, in pools, don't rely on inflatable swimming toys such as "water wings" and noodles. If the child can't swim, adults need to stay within an arm's reach. Encourage adults and teens to take a CPR class, and know how to rescue someone having trouble in water. Visually spot the rescue equipment at pools you may be visiting this summer, and have a cell phone in a ziplock bag for emergencies. And, lastly, if someone is in trouble in open bodies of water, learn "**Reach, Throw, Row, Don't Go!**" Most people drown within 10 to 30 feet of safety. Learn these few simple techniques to help someone in trouble and keep yourself safe.

**Reach:** To help someone in the water, reach first with a fishing pole, towel, boat oar, but don't get in the water yourself.

**Throw:** Scan your area for items such as an empty milk jug, cooler, ring buoys that can be thrown to someone in the water.

**Row:** It's not safe to go near a swimmer with the boat motor running. Use the oars to bring the boat close enough to reach or throw something to them

**Don't Go:** Without expert training and experience in lifesaving techniques, you could put yourself in danger along with the person you are trying to help.

### Resources for Schools:

- To find a Safe Kids Coalition in your area: <http://www.oregon.gov/DHS/ph/safekids/index.shtml>
- To download a few Water Watcher badge, visit [www.usa.safekids.org/water](http://www.usa.safekids.org/water)

For more information on Safe Kids, contact Adrienne Greene, Safe Kids State Office Director, Oregon Public Health Division, [Adrienne.j.greene@state.or.us](mailto:Adrienne.j.greene@state.or.us), 971-673-1001.

## Job Opportunities at the Oregon Department of Education

The Oregon Department of Education has no current job openings.

Contact [Liz Snook](#), 503-947-5627 for more information on ODE job opportunities.

To see a complete listing of job announcements, go to: [www.ode.state.or.us](http://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, persons of color, and persons with disabilities to apply for these openings.



## Commodity Ordering and Distribution

Sponsors must accept their orders for the September 2009 distribution of commodities in CNPweb from August 19-21, 2009.

Commodity information is at: <http://www.ode.state.or.us/search/results/?id=210>

Contact: [Beverly Hassell](#), 503-947-5896 or David Jones, 503-947-5912

## 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

DATE	MEMO NO.	BRIEF DESCRIPTION
May 8	<a href="#">013-2008-09</a>	Revision of Oregon's Persistently Dangerous School Definition
May 21	<a href="#">014-2008-09</a>	Adoption of additional standardized assessment options for demonstrating proficiency in the Essential Skills of Reading and Applying Mathematics
May 27	<a href="#">015-2008-09</a>	Final 2009-2010 Substitute Teacher Pay Rates

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

If you have questions or comments about this publication, please contact [Susanne Smith](#), 503-947-5637.

## Service-Learning supports Oregon Diploma

*3-Year grant cycle begins soon, applications available in July*

Looking for creative methods of engaging students and helping them gain essential skills toward their Oregon Diploma?

Educators around the state have found that Service-Learning can do the job. What's more, ODE will soon be launching another three-year granting cycle to support Service-Learning at schools throughout the state.

"Service-Learning combines civic engagement with meaningful and relevant learning experiences to create a rich educational environment," asserts Oregon Superintendent of Public Instruction Susan Castillo. "Through these real-world experiences, students gain knowledge and skills crucial to success after high school." According to Pete Ready, education specialist in ODE's Office of Educational Improvement & Innovation, not only do Service-Learning projects excite students and keep them engaged, they provide a unique opportunity to teach a wide array of subjects in an interdisciplinary real-world environment that makes sense to students – particularly "at risk" non-traditional learners.

"I have seen young people who have all but turned off on classroom work suddenly make the connection when they get out on a Service-Learning project," said Ready.

"They discover that they need those skills to do their project. You can see the light go on. Suddenly they get it and they often begin to look at their entire school experience differently."

Service-Learning is an instructional strategy that challenges students, as part of their curriculum, to identify, research, propose and implement solutions to real needs in their school or community. In so doing, the students improve academic learning and develop personal and career skills.

In school-based Service-Learning projects, students apply standards-based curricula and



**'Service-Learning combines civic engagement with meaningful and relevant learning experiences to create a rich educational environment.'**

**- Susan Castillo**

classroom learning through hands-on service projects they help design. In such projects, students practice skills and behaviors they learn via service and extended classroom learning.

Service-Learning is integrated into the student's academic curriculum and provides structured time for a student to think, talk or write about the service, the learning, personal growth and new understanding. As a result, Service-Learning can help them develop all of the Oregon Diploma essential skills.

Ready noted that Service-Learning grants are offered in three-year cycles. The 2006-2009 cycle has just concluded. These grants, funded from the Corporation for National and Community Service, went to projects in the Astoria, Bethel, Canby, Cascade, Corvallis, David Douglas, Oregon City, Pendleton, Santiam Canyon, Springfield and Tillamook school districts, as well as Lane and Willamette ESDs. In July, ODE will open grant competition for the next three-year round of K-12 Service-Learning funding. For more information go to: <http://www.ode.state.or.us/go/servicelearning>.

## Clackamas Web Academy Capitalizes on Student-focused Approach of Oregon Diploma

Clackamas Web Academy is definitely different — a public charter school combining web-based education with support, classes and activities on-site and in the community.

But CWA's success in implementing the new Oregon Diploma requirements is still a terrific example of what schools can achieve when they embrace innovation and raise academic rigor and relevance.

A public charter school with 440 students grades 1-12 in the North Clackamas School District., CWA is definitely different. The school's hybrid model serves a diverse population of 440 grades 1 -12 students in the North Clackamas School District. Many students hail from home-schooling backgrounds, and many just seek a more flexible schedule than what's available at more conventional schools.

CWA's core curriculum is offered through on-line courses that students take at their own pace. They earn credit by demonstrating proficiency in subject areas through testing or work samples, or by documenting out-of-classroom and prior learning experiences. The school expands course offerings through innovative and cost-effective partnerships, such as using Rosetta Stone to give students access to more than 20 foreign languages, 24-Hour Fitness for PE, and CCC for college credit, all at no cost to students. Students also have the option to participate in enrichment classes, such as geography, literature and science labs, taught on-site by highly qualified teachers.

CWA emphasizes personalization of the diploma. Each student is assigned an advisor who meets with the student, and usually a parent, for an hour every other week to provide academic support and set goals toward meeting the student's 4-year plan.

Students must complete a service-learning course, volunteering at least 40 hours with a nonprofit organization while learning about themselves, their community and the world. Students also participate in an internship in the career area of their interest, earning a college credits through Clackamas Community College's "Smart Internship" program for the first 40 hours and up to 12 college credits for additional hours.

All that hard work is producing terrific results! With a month of testing still to go, CWA students meeting or exceeding in math has increased 8% over 2007-08; and a school-wide campaign to stress the importance of testing is likely to result in a participation rate of 95% or better. Student participation in tutoring, test preparation and enrichment classes has been excellent. And CWA's leadership class is drafting a school constitution, organizing the school's first prom, and traveling to Salem to participate in National Charter School Week.

Thirty-five students will finish the year earning between 1 and 45 college credits. And in June, CWA will graduate 29 students, the most in its 6-year history.

### Personalized Learning Requirements

Personalized learning, learning beyond the classroom and connections to the adult world are critical for preparing each student, whatever path they take after graduation, for the vast challenges and opportunities of the 21st century.

Click [here](#) for information regarding the Oregon Diploma and how the requirements personalize the diploma for each student and help students plan for their post-high school education and career goals.







