

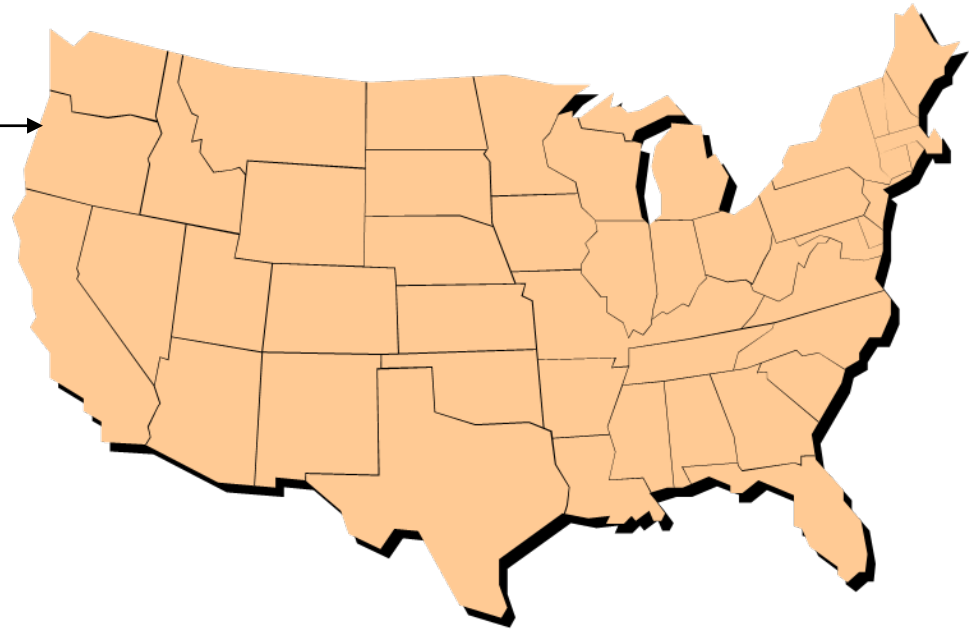
Linking High Schools and Colleges

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Where is Oregon?



Public Schools in Oregon	1265
Students in Oregon	563,000
School Districts	197
Community Colleges	17
Public Universities	7

EVERY STUDENT, EVERY DAY— A SUCCESS

**THE OREGON
DIPLOMA**
Moving Education Forward

History

- Role of High School in the past was to sort out those who would go onto college and those who would work in saw mills, factories and agriculture.
- Business processes were mostly local, taking local raw products, processing them into marketable products, marketing them regionally and managing the operations locally.
- Technology and globalization have dramatically changed this model. Toyotas are built in the US and Oregon logs are milled and manufactured in Japan.
- Our economies are connected across borders.
- Education systems today must prepare students to high levels of skill that are the same in the workplace and in higher education.

The Challenge

- How to prepare high school graduates with more rigorous content that will prepare them for college and for the workforce?
- Oregon had to look at the entire system, kindergarten through university.
- We believed that the old system was not adequate to expand opportunity for all students and to raise the level of rigor.
- We think of our system as an Educational Enterprise that integrates elementary, secondary and higher education institutions into one, seamless system.

Steps Taken

- Created comprehensive academic content standards that describe what students should know and be able to do at each grade level.
- Created clear measures of academic performance for all students and use this information to guide instruction and measure progress.
- Linked these standards to college readiness.
- Aligned the system using grade level benchmarks to determine if all students are progressing and to identify students and schools that may need assistance.

Breaking from the Past

- Schools have historically been organized around units of time. The amount of time a student spent in a subject or course was the same for everyone; yet student performance and outcomes varied greatly.
- We are moving toward a system where we have clear performance expectations and recognize that time may vary depending on the student's individual needs.
- We recognize that learning environments may also vary, depending on the needs of the student.
- One way to put this idea into operation is to think about how levels of student proficiency overlap in different education institutions .

Linking across Institutions

1. Certification of Mastery
2. Dual Credit/Career and Technical Education Programs
3. Advanced Placement
4. International Baccalaureate
5. Proficiency-based Admissions
6. New types of schools and partnerships
7. Expanded Options
8. The New Oregon Diploma

(edit.note: for 1.and5., see Arai & Hashimoto et.al.“Koko to Daigaku no Setsuzoku” 2005)

1. Certificates of Initial and Advanced Mastery

Certificate of Initial Mastery

- Academic Content Standards in
- English/language arts
- Mathematics
- Science
- Social science
- Fine and performing arts
- Second language

Certificate of Advanced Mastery

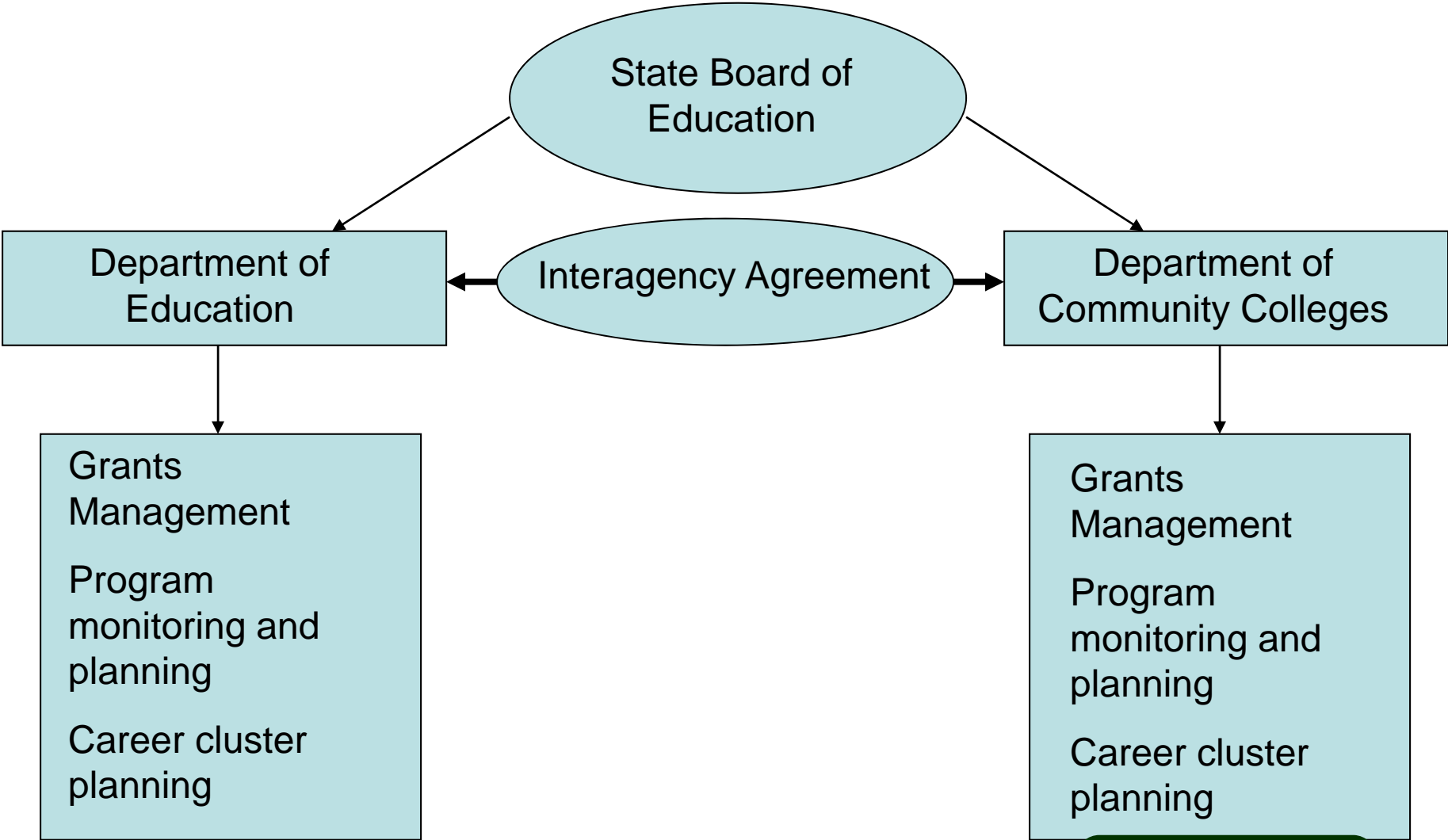
- Continue study in a career preparation context
- Apply learning to real world settings
- Prepare for entry into the workforce or higher education

2. Dual Credit/Career and Technical Education

Oregon Programs/Activities Funded

- Grants to regional consortia of schools districts and community colleges.
- Integrates academic and CTE instruction along with community-based learning into a cohesive secondary-postsecondary program of study. (2 + 2)
- Provides connected high school/community college technical preparation in CTE programs areas such as: pre-engineering, health services, information technology, and teacher preparation.
- Builds student academic and technical knowledge and skills through integrated instruction.

Dual Credit/Career and Technical Education



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Dual Credit--Results

	# of Students Served 2007-08	# of Credits Earned:2007-08
Dual Credit	13, 645	112,269
Tech Prep	10,823	49,070

All 17 Community Colleges participated in the program.

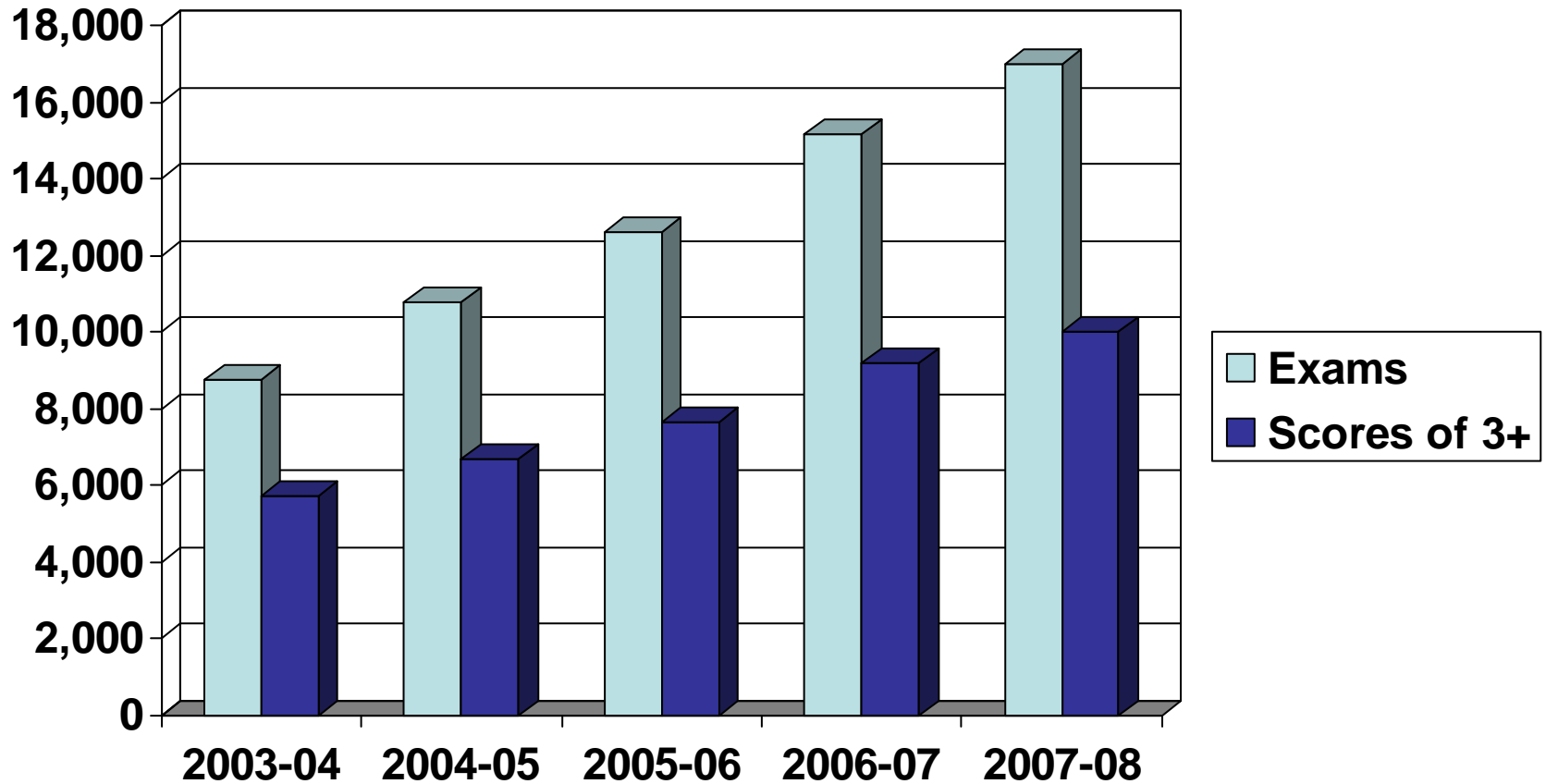
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3. Advanced Placement

- Advanced Placement courses are offered in many Oregon high schools in agreement with the College Board, a national college testing service.
- Advanced Placement courses must be certified as meeting rigorous course requirements.
- Students take a national exam in the course content. Exams are scored on a scale of 1 to 5.
- Scores of 3, 4 or 5 qualify for college credit in Oregon.
- The most typical courses are in literature, advanced mathematics, sciences, second languages and history.
- Oregon is ranked 5th in the United States in increasing the number of new exam takers.

Participation in Advanced Placement Examinations



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4. International Baccalaureate

- An internationally recognized set of courses in core academic content areas that use a rigorous curriculum targeted at preparing students for university level study.
- All students must pass international examinations to earn an IB diploma.
- Student may earn an “IB Diploma” by passing all examinations.
- Most colleges grant preferred admission and college credit for IB courses.

5. Proficiency-Based Admission Standards System (PASS)

What Is PASS?

- Proficiency-based Admission Standards System (PASS)
 - System of standards in academic content areas for preparation and admission to Oregon Public Universities
 - Requires demonstration of specific knowledge and skills rather than seat-time requirements (Carnegie Units)

(edit.note: see Arai & Hashimoto 2005)

Proficiency-Based Admission Standards System (PASS)

How Is PASS Assessed?

- State Assessments in core subjects
- Existing alignment
- National Tests
- PASS Teacher Verification
 - Scoring student work samples on an agreed upon set of standards and performance indicators.

PASS- Contributions

- Embedded standards-based assessment in the Oregon University System (OUS) culture.
- Developed collaborative relationships between OUS faculty and K-12 teachers
- Focus on judging the quality of the student work and whether it demonstrated the standard. The key is proficiency.
- Created a corps of experts in the university and the high schools who work together to improve student preparation for college success.

6. New Types of Schools

- Partnerships with Community Colleges and Businesses
 - **Center for Advanced Learning**
 - Health science,
 - engineering/manufacturing,
 - information technology
- Community College Credit
 - Mount Hood Community College
- Business Partners
 - Hospital nursing program
 - Software engineering
 - Manufacturing

7. Expanded Options

Purpose of the Expanded Options Program

- Create a seamless education system for public school students enrolled in grades 11 and 12 to
 - have additional options to continue or complete their education
 - earn concurrent high school and college credits
 - gain early entry into post-secondary education.
- *Promote and support existing accelerated college credit programs.*
- *Provide public funding to the eligible post-secondary institutions for educational services to participating eligible students to offset the cost of tuition, fees, textbooks, equipment and materials.*
- *The student earns college credit while in high school.*

Expanded Options

How Does It Work?

- School districts enter into agreements with the local community college to transfer up to 50% of the funds received for an eligible student to the community college to pay for tuition, books and fees.
- The number of credits available is calculated as $.33 \times$ the number of students in grades 9 through 12.
Example: $1000 \text{ students} \times .33 = 330 \text{ credits}$
- The school district notifies students of availability of the program and students apply for courses that are not available in their local school.
- The student attends the community college which reports to the school district on student progress.

Expanded Options--Results

How many credits did students earn?

Total Credits Earned	2007-08	2006-07
High School	2,300	3,346.5
College/University Total	10,780	12,777
•Community College Only	10,495	NA
•University Only	285	NA

Expanded Options--Results

Estimated Cost Savings to Students

- University Level \$114,855
- Community College Level \$713,660
- » Total Savings \$828,515

Participation in Accelerated College Credit Programs

How Many School Districts Provide Accelerated College Options?

Type of Program	2007-08	2006-07
Dual Credit	108	106
Tech Prep	60	65
Middle or Early College	16	17
International Baccalaureate	12	9
Advanced Placement	77	72
Other	10	18

8. The Oregon Diploma

New Graduation Requirements

What are we doing to meet the challenge?

- The new requirements adopted by the State Board of Education are designed to better prepare each student for success in college, work, and citizenship.
- To earn a diploma, students will need to successfully complete the credit requirements (increased from 22 credits to 24), meet the personalized learning requirements, and demonstrate proficiency in essential skills.

The Oregon Diploma

New Graduation Requirements

GOAL:

- ***Each student demonstrates the knowledge and skills necessary to transition successfully to his or her next steps:***
 - ***advanced learning,***
 - ***work and***
 - ***citizenship.***

Curriculum Requirements to Graduate

Oregon Diploma Credit Requirements

- **English:** 4 credits
- **Mathematics:** 3 credits (at the Algebra I level and higher)
- **Science:** 3 credits (scientific inquiry, 2 with lab experiences)
- **Social Science:** 3 credits
- **Health:** 1 credit
- **Physical Education:** 1 credit
- **Second Language/The Arts/Career and Technical Education:** 3 credits (any one area or in combination)
- **Electives:** 6 credits

Personal Plan and Profile

Graduation Requirement: Each student shall develop an education plan and build an education profile

- **Education Plan**: A formalized plan and a process that involves student planning, monitoring, and managing their own learning and career development during grades 7-12. Students create a plan for pursuing their personal and career interests and post-high school goals connected to activities that will help them achieve their goals and successfully transition to next steps.
- **Education Profile**: Documentation of student progress and achievement toward graduation requirements, goals, and other personal accomplishments identified in the student's education plan.

Demonstrate Proficiency

The student must demonstrate proficiency in the following areas:

- 1. Read and comprehend a variety of text**
- 2. Write clearly and accurately**
- 3. Listen actively and speak clearly and coherently**
- 4. Apply mathematics in a variety of settings**
- 5. Think critically and analytically**
- 6. Use technology to learn, live, and work**
- 7. Demonstrate civic and community engagement**
- 8. Demonstrate global literacy**
- 9. Demonstrate personal management and teamwork skills**

Thank You!

- More information on Expanded Options?

<http://www.ode.state.or.us/search/results/?id=350>

- More information on the new Oregon Diploma?

<http://www.getreadyoregon.org/>

<http://www.ode.state.or.us/search/results/?id=368>