

**I have spent 31 years as a classroom teacher and 4 years as a school board member. I am here today as an Oregon school district citizen to stress the importance of accountability in our Oregon K-12 Public School System. I have seen first hand how the lack of accountability at the local school district level and the state level has lead to, in my opinion, the erosion of the student achievement potential in our school district.**

**There are 2 of your ODE Board Goals that are most relevant to my verbal and written comments I am presenting.**

**1)A system to provide adequate and appropriately allocated resources. Effective and efficient resource allocation, infrastructure and governance to improve student achievement.**

**2)Goal #4 Define and implement a performance and accountability system for Oregon K-12 education. Review and revise standards (Division 22) for Oregon's K-12 system.**

**During 2010 our school district went through an investigation at the district level and state level. I believe alleged OAR 581-022 violations were not investigated to the level necessary to hold our school district accountable to serve our students at the appropriate level.**

**The Oregon Department Of Education had the option to (581-022-1940(7)(a)(b) Appeal Procedure) "Authorize an on-site investigation" or "Conduct interviews, meetings and surveys". Witnesses and phone numbers were provided and conducting over the phone interviews would have been the most cost efficient way to investigate the alleged violations. Instead the ODE chose to review documents and data provided by administration and ignore board members and employees willing to be witnesses.**

**We have had 3 years of unlicensed counselors impacting our high school students due to the lack of accountability follow through by ODE and the lack of state financial resources that have slowed TSPC's accountability process.**

**Another issue was "Daily Class Size" (OAR 581-022-1630). White Mountain Middle School had 47 in a middle school Science class that the Oregon Department of Education determined as "Appears to Reasonably Meet Daily Class Size Requirements". This teacher had 3 classes in the 40's and the rest in the mid to upper 30's. She had the highest number of students of all teachers in the district at approximately 228. Coincidentally, she was also the Union President.**

**I have seen your list of OAR 581-022 standards that you want to delete or remove. Daily Class Size is one of those standards on the chopping block.**

**This concerns me for a number of reasons:**

- 1) Smaller class sizes equal higher student achievement in most cases**
- 2) The Quality Education Model is based on a great deal of research and data about best practices. Core class size numbers in the low 20's are recommended.**

- 3) I do not believe 40-40-20 can be achieved with too large of class sizes
- 4) There needs to be a class size maximum. For example, no more than 39, especially if a school district has a choice financially, such as more than a 10% carryover.

To summarize:

- 1) Please, always use the OAR 581-022-1940 wording to investigate OAR violations by talking to witnesses provided.
- 2) Make sure TSPC has the funding to hire more investigators to lessen the time that students must endure TSPC violations that are damaging their achievement potential and/or their mental or physical health.
- 3) Provide some type of class size limitation that takes into account school districts that have the financial resources to lower class sizes, but choose not to.
- 4) Hold districts accountable to use the Quality Education Commission's research and best practices guidelines to appropriately use their financial resources.

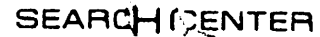
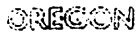
I want you to understand my major goal is to help find solutions to fix a broken system that if working efficiently can have a major positive impact on student achievement and move us closer to the 40-40-20 goal. Without well defined accountability standards and the determination to hold districts accountable, we will be spinning our wheels.

Thank you for your time and your service to Oregon students.

Jim Mannenbach

P.S. If you have further questions, please contact me at 541-951-3236 or kececile@yahoo.com

Please inform me of any public meetings where you will be discussing the accountability issues I have presented.



[Home](#) > [State Board of Education](#) > [State Board Philosophy and Goals](#)

## State Board Philosophy and Goals

Every Oregonian has inalienable rights and responsibilities for intellectual, political, religious and economic freedom which everyone should learn to appreciate and protect.

### Beliefs

The challenges now facing public education are fundamentally different from the past. Not only has our country left its agrarian past and experienced changes in its industrial organization, but the structure of families and the demographics of the United States' population have changed dramatically as well. These changes in the country's basic economic and family unit structures are generating significant consequences for the process of public education in this state and across the nation. If we are to revitalize the institution of public education to meet the challenges of the 21st Century resulting in lifelong learning, the following beliefs should guide our goals and actions.

We believe:

- Oregonians should have the opportunity to develop their unique abilities;
- An excellent, multicultural, nationally, internationally competitive, equitable education for every Oregonian is critical;
- Oregonians must be competitive and productive citizens;
- Oregonians must be able to read, write, communicate and make critical judgments;
- Oregonians must possess math, science, creative and problem-solving skills;
- Oregonians must be stimulated to consider research-proven reforms and methodologies for the improvement of skills and knowledge of all students;
- Oregonians should continue to evaluate successful programs and foster their replication;
- Schools must collaborate with other government, private and social service agencies to meet the needs of our diverse student population and their families.

## State Board Goals

<b>Each student demonstrates the knowledge and skills necessary to transition successfully to his or her next steps: advanced learning, work, and citizenship.</b>	
<p>A common core of rigorous standards for all:</p> <p>Set rigorous standards so that all students are challenged and acquire the knowledge and skills to be successful in their next steps.</p>	<p>An aligned P-20 system:</p> <p>Implement a continuum of learning by creating fluid transitions at every point through the education system so that all students have access to high quality life-long learning.</p>
<p>A personalized learning experience for each student:</p> <p>Create schools / community colleges that are safe, culturally competent and engaging learning environments so that the individual needs of all students are met.</p>	<p>A connected educational community:</p> <p>Strengthen relationships between schools, community colleges and local communities so that all students enter school / colleges ready to learn and have access to relevant life-long learning experiences.</p>
<p>A corps of quality educators prepared and ready to take on new challenges:</p> <p>Train and support educators and organizing schools /community colleges to support excellent teaching for each student.</p>	<p>A system to provide adequate &amp; appropriately allocated resources:</p> <p>Effective and efficient resource allocation, infrastructure and governance to improve student achievement.</p>

### Oregon State Board of Education Goals:

#### 1. Clarify and enhance learning standards for teenage years to guide middle and high school improvement.

- Clarify the standards required for a high school diploma.
- Align high school exit proficiencies to articulate with post secondary entrance requirements (what students should know and be able to do).
- Expand multiple non-traditional credit options for high school students as part of transfer credit system to post secondary education.
- Expand high school; college and work ready options such as 2+2, dual credit, Advanced Placement.
- Modify P-16 policies to ensure student transition from secondary to and among postsecondary education. \*
- Align cross-sector policies of the SBE and SBHE by the intentional use of Joint Boards to address cross sector alignment, movement and success for students. \*

#### 2. Align proficiencies and degrees between secondary and post secondary education.

- Align high school exit proficiency levels with postsecondary entrance and placement requirements (System alignment).
- Create integrated data systems that supports performance management from Pre-K – OUS.
- Boards develop a policy requiring cross-sector alignment of placement/entrance/assessment instruments with exit assessment strategies.
- Align college and university teacher preparation programs with Oregon standards, proficiencies and degrees.

#### 3. Adopt and implement strategic leadership and communication plan with stakeholders.

- Building strong, strategic alliance of stakeholders to accommodate effective policy development.
- Clearly identify communications network for information, decision and action.
- Develop board plan for legislative advocacy.

#### 4. Define and implement a performance and accountability system for Oregon K-12 education.

- Review and revise standards (Division 22) for Oregon's K-12 system.
- Review and recommend revised mandates for Oregon School Report Card.

\* Joint Boards Working Group

### Contacts

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Office of the Deputy Superintendent - Legislative Director



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DIVISION 22

STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

581-022-1630

Daily Class Size

A school district shall maintain class sizes and teacher assignments which promote effective practices consistent with the outcomes expected of each instructional program.

**(Example) Any school district with a cash carryover (ending fund balance) of 10% or higher will not allow class size of core classes to exceed 39 students.**

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

581-022-1940

Appeal Procedure

(1) A complainant may direct an appeal of a final decision by a school district to the State Superintendent of Public Instruction if:

(a) The complaint alleges a violation of standards of the Oregon Administrative Rules, chapter 581, division 022; or

(b) A violation of other statutory or administrative rule requirements for which the State Superintendent has appeal responsibilities.

(2) The appeal must be in writing and contain:

(a) The name and address of the person bringing the appeal, and the district in which that person resides;

(b) The name and address of the district which is alleged to have violated standards; and

(c) A brief statement indicating each standard the district is alleged to have violated and how the district is alleged to have violated it.

(3) A decision is deemed final if:

(a) The district has failed to comply with the procedural time limits in its written complaint process;

(b) In a multi-step district complaint process, the district fails to render a written decision within 30 days of the submission of the complaint at each step; or

(c) The district fails to resolve a complaint within 90 days of the initial filing of a written complaint, regardless of the number of steps in the district complaint process.

(4) Upon receipt of the appeal the State Superintendent will determine whether a violation of standards has been properly alleged and the requirements of section (2) of this rule have been satisfied.

(a) If the State Superintendent determines that the facts of complaint, if true, would be a violation of a standard, the appeal will be accepted and the procedures listed in this rule in the following sections will be applied;

(b) If the State Superintendent determines that the complaint, even if true, would not violate a standard, the appeal will not be accepted. In either case, the State Superintendent will give notice of the determination to the complainant and the school district.

(5) Within 30 days of receipt of notice of the State Superintendent's acceptance of the app

deal, the district shall submit a written report with the State Superintendent which shall include:

- (a) A statement of facts;
- (b) A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore;
- (c) A stipulation, if one was reached, of the settlement of the complaint; and
- (d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.

(6) The State Superintendent may for good cause extend the time for the filing of a report by the district.

**(7) Upon receipt of the district's report, the State Superintendent will investigate the allegations of the complaint to the extent necessary, including but not limited to:**

- (a) Authorizing an on-site investigation; and**
- (b) Conducting interviews, meetings and surveys** and reviewing documents, data and district procedures.

(8) The State Superintendent will issue a written decision within 60 days of receiving the district's report that addresses each allegation in the complaint and contains reasons for the State Superintendent's decision as to whether or not the district is deficient. If the schools of the district are not open during the 60-day period due to summer vacation, the decision shall be issued within 60 days after the beginning of the school year.

(9) Notwithstanding section (8) of this rule, the State Superintendent may extend the time period for issuing a written decision on a complaint to a time period that is more than 60 days if the State Superintendent has the consent of the complainant and the allegation concerns a comprehensive or widespread deficiency and more extensive investigation is needed than may be reasonably completed within 60 days. The State Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and district within two weeks of receiving the district's report.

(10) If a deficiency is found, the State Superintendent's written decision will include any necessary corrective action to be undertaken by the district as well as any documentation to be supplied to ensure that the corrective action has occurred.

(11) If a deficiency is not corrected, the provisions of ORS 327.103 will apply.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 327.103 & 326.051

**581-022-1941**

**Complaint Procedures**

(1) Each school district must establish a process for the prompt resolution of a complaint by a person who resides in the district or by any parent or guardian of a student who attends school in the school district. The process must be in writing and state clearly who within the school district has the responsibility for responding to the complaint.

(2) A school district's complaint procedure must specify the time period during which the complaint will be addressed and a final decision issued. If the complaint procedure has multiple steps, the procedure must establish the time period for each step as well as the overall time period for completing the procedure.

(3) A school district's complaint procedure may distinguish between those complaints that may be appealed under OAR 581-022-1940 and other complaints.

(4) A school district's complaint procedure may include mediation or other alternative dispute resolution processes.

(5) The procedure for hearing and acting on complaints that may be appealed under OAR 581-022-1940 must include the following:

(a) A point at which the decision is final;

(b) A provision for the complainant receive written notice that the district's decision may be appealed to the State Superintendent of Public Instruction under OAR 581-022-1940; and

(c) A written decision that clearly establishes the legal basis for the decision, findings of fact and conclusions of law.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 327.103 & 326.051

**All of these steps were not followed and the school district was not held accountable.**

## EXHIBIT 4: PROTOTYPE HIGH SCHOOL—1,000 STUDENTS

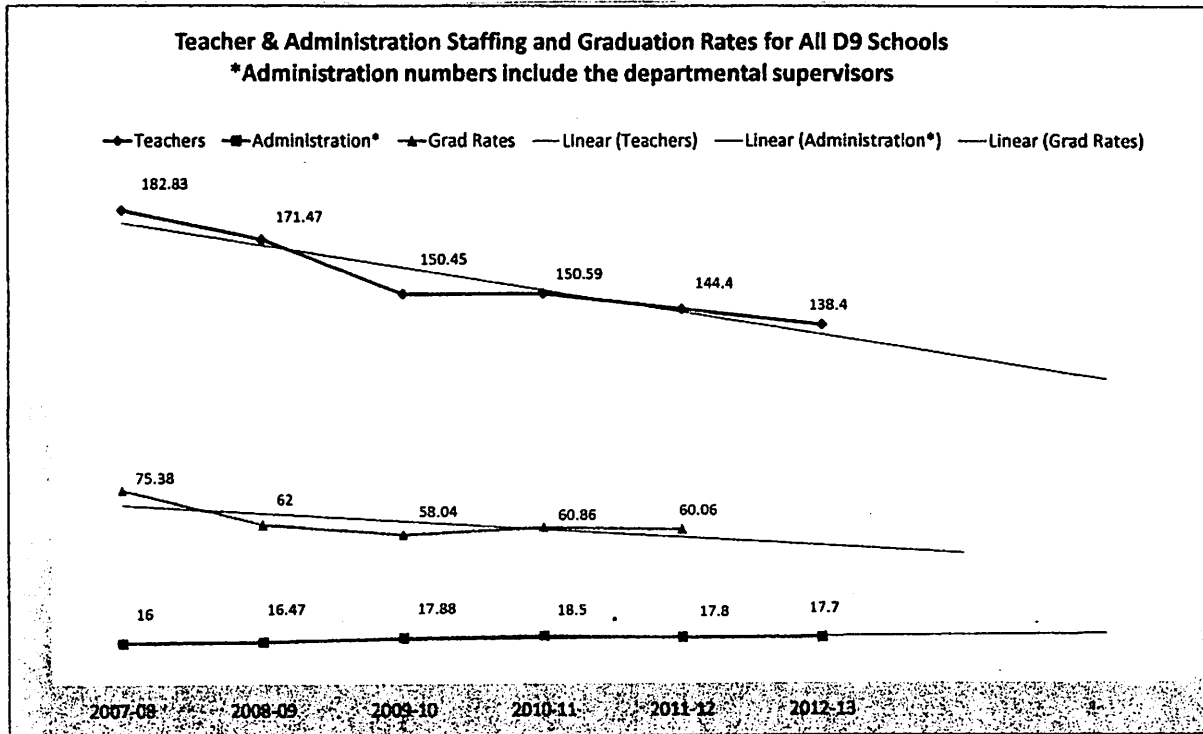
	Current Service Level Prototype	Fully-Funded Prototype	Difference
Class size in core subjects of math, English, science, social studies, second language	23	21, with maximum class size of 29 in core academic subjects	Cuts average class size by 2 in core subjects
Staffing in core subjects	42.0 FTE	44.0 FTE	Adds 2.0 FTE
Extra teachers in math, English, and science	1.0 FTE	3.0 FTE	Adds 2.0 FTE
English as a second language licensed staff	0.5 FTE	0.5 FTE	
Special Education and alternative education licensed staff	5.0 FTE	5.25 FTE	Adds 0.25 FTE
Alternative education and special programs	2.5 FTE	2.5 FTE	
Media/Librarian	1.0 FTE	1.0 FTE	
Counselors	One for every 333 students	One for every 250 students	Adds 1.0 FTE
Licensed substitute teachers	\$120 per student	\$120 per student	
On-site instructional improvement staff	None	1.0 FTE	Adds 1.0 FTE
Instructional support staff	20.0 FTE	20.5 FTE	Adds 0.5 FTE
Additional instruction time for students not meeting standards: 20% of students	Limited	Summer school, after-school programs, Saturday school, tutoring, etc.	Additional programs for 20% of students
Professional development time for teachers	3 days	Equivalent of 7 days	Equivalent of 4 additional days
Dedicated Teacher Collaboration Time	Limited	2 hours per week	Additional 2 hours per week
Leadership training for administrators	Limited	Equivalent of 4 days of training	4 additional days
Students per computer	6	6	
Textbooks	\$51 per student	\$107 per student	\$56 per student
Classroom materials & equipment	\$72 per student	\$94 per student	\$22 per student
Other supplies	\$62 per student	\$91 per student	\$29 per student
Operations and maintenance	\$791 per student	\$868 per student	\$77 per student
Student transportation	\$439 per student	\$439 per student	
Centralized special education services	\$100 per student	\$100 per student	
State-level special education fund	\$32 per student	\$85 per student	\$53 per student
Technology Services	\$184 per student	\$205 per student	\$21 per student
Other centralized support	\$324 per student	\$347 per student	\$23 per student
District administrative support	\$315 per student	\$315 per student	
Education Service District services	\$632 per student	\$744 per student	\$112 per student
<b>Total Expenditure per Student in 2010-11</b>	<b>\$9,957</b>	<b>\$11,501</b>	<b>\$1,544</b>
<b>Percent of students meeting standards in 2010-11</b>			
Reading	72%	n/a	
Math*	65%	n/a	
<b>Percent of students expected to meet standards by 2016-17</b>			
Reading	80%	87%	
Math*	70%	77%	

\* The score required to meet the standard was raised in 2010-11, so percentages are not comparable to those in prior QEM reports



## Lack of Effective and Efficient Resource Allocation

District 9 Teacher & Administration Staffing						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers	182.83	171.47	150.45	150.59	144.4	138.4
Administration*	16	16.47	17.88	18.5	17.8	17.7
Grad Rates	75.38	62	58.04	60.86	60.06	



Average High School Class Size in District 9						
(Based on February Enrollment Number)						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Students	1224	1205	1195	1242	1203	1251
Teachers*	57.96	52.93	45.45	43.45	43.1	41.1
Average Class Size	21.12	22.77	26.29	28.58	27.91	30.44

\*2007-08 and 2008-09 number of teachers is estimated

Jackson County Schools Graduation Rates					
	2007-08	2008-09	2009-10	2010-11	2011-12
Ashland	74.77	80.3	86.42	91.2	85.82
Butte Falls	92	71.4	90.48	85.71	87.5
Central Point	61.94	66.5	71.01	70.57	74.52
Eagle Point	75.38	62	58.04	60.86	60.06
Medford	62.83	59.6	61.59	64.12	63.91
Phoenix-Talent	61.78	65.5	62.69	56.52	56.43
Prospect	56.25	84	83.33	42.86	43.48
Rogue River	83.33	60.8	74.74	59.79	68.13

Oregon Department of Education Data for District 9 and all comparable Oregon districts.

Comparable districts based on size of district.

<b>Percent of Budget Spent on Teaching and Student Resources</b>	
Location	Average Spent on Teaching & Student Resources
State of Oregon Average	70%
Eagle Point	65%
Central Point	69%
Lebanon Community	68%
St. Helens	71%
Hood River County	72%
Silver Falls	68%
Sherwood	72%
Oregon Trail	66%
Canby	68%

<b>Percent of Students Meeting Core Skills Benchmarks</b>			
Location	Reading Achievement	Math Achievement	Writing Achievement
State of Oregon	78%	70%	50%
Eagle Point	68%	56%	39%
Central Point	74%	64%	44%
Lebanon Comm.	77%	68%	44%
St. Helens	75%	71%	48%
Hood River County	76%	71%	45%
Silver Falls	79%	75%	54%
Sherwood	87%	80%	77%
Oregon Trail	75%	70%	49%
Canby	78%	76%	58%



**OregonLive.com**

Everything Oregon

## Nearly 40 percent of Oregon high school grads don't go to college

Betsy Hammond, The Oregonian By Betsy Hammond, The Oregonian

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on June 08, 2013 at 9:01 AM, updated June 08, 2013 at 4:13 PM

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The share of Oregon high school graduates who enroll in college remains stubbornly low, suggesting thousands will be shut out of good-paying jobs, [new figures show](#).

Among Oregon's high school class of 2011, just 61 percent enrolled in a college or community college anywhere in the country by fall 2012, according to the nation's premier source of college enrollment data, [the National Student Clearinghouse](#).

That means Oregon high schools trail the nation at propelling students into college. Nationally, 68 percent of high school graduates enroll in college the fall after high school, [the Bureau of Labor Statistics reports](#).

In Oregon, young men and Latino students are particularly prone to forgo college, the figures show. Only 56 percent of males and 46 percent of Latinos in the class of 2011 took a college course within a year and a half of completing high school.

Two years ago, [Oregon adopted a formal goal of getting 80 percent of its young people to earn a college credential](#) - 40 percent for a four-year degree and 40 percent for an associate's degree or industry certificate.

But the new figures show that only one of the 180 Oregon school districts that issue diplomas sends enough graduates on to college to reaching the 80 percent target any time soon: [Riverdale School District, serving Oregon's wealthiest neighborhood of Dunthorpe](#), which sent 86 percent of its 2011 graduates to college.

The vast majority of school districts have a long way to go, particularly rural districts with some of the lowest college-going rates such as [Eagle Point](#) (43 percent), [Lebanon](#) (45 percent) and [Scio](#) (47 percent), where more than 80 percent of seniors attend [the Scio-backed online Connections Academy charter school](#).

In all, 14,000 students in the class of 2011 didn't try college and are likely stuck working jobs such as sales clerk, security guard, waiter or parking lot attendant, according to Brenda Turner, occupational economist with the Oregon Employment Department. Few such jobs pay more than \$9.50 an hour, she said.

But there are bright spots. [Portland Public Schools](#) saw 72 percent of its African American graduates enroll in