Oregon School District

Commitment to Continuous Improvement:

Education for Life-Long Success

Position Paper Presented by

Curriculum Coordinating Council

Oregon School District
Oregon, Wisconsin

1992-93

Adopted by Board of Education - August 24, 1992

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1992-93

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Joe Burmeister	Science, Oregon High School
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The Purpose of the Position Paper

The purpose of this paper is to state the District's position with respect to the planned educational change process. It is intended to be a helpful guide that will clarify district direction. It is an "unfinished" document that will be revised on a regular basis. It represents the thoughts of the Curriculum Coordinating Council and has the formal approval of the Oregon School Board. It is intended to be a useful and usable document as we work together for the success of all.

The main body of the paper is divided into three parts - philosophy, curriculum development, and instructional delivery. The appendix contains additional information on the three sections. Finally, there is a results section that presents preliminary data from early implementation efforts.

INTRODUCTION

The Oregon School District is located in south central Wisconsin less than ten miles from Madison, the state capital. Currently the district has about 2800 students; the student population has been growing at a rate of approximately five percent per year for the last three years. New housing starts are visible every week and construction sounds are an everyday fact of life. As the student population has grown, the nature of the community has also changed. Formerly a rural district with a predominately small town flavor, the Oregon School District now appears to be more a suburban community with increasingly more direct ties to Madison.

While the District is in a state of growth and change, some factors have remained constant. First, the Oregon School District has had a long tradition of progressivity. Capable, caring professionals have always examined new ideas in education, reviewed their potential, implemented promising practices, and evaluated their effectiveness. The early adoption and widespread diffusion of the Madeline Hunter teaching model is one example of the District's acceptance of new ideas. The District continues, in a deliberate and intentional way, to consider and evaluate new ideas and adopt those that offer promise for instructional improvement.

Second, in the Oregon School District, there has always been an emphasis on the worth of each individual in the organization. Individual contributions to the organization have been characterized by a high degree of professionalism. Collegial sharing has been the hallmark of the system. Individual contributions and collegial sharing have been valued and self-esteem and acceptance continue to be recognized as important qualities of the organization.

Historical Perspective

In 1988-89 the Oregon School Board began a major strategic planning initiative. Five committees were created to examine the factors that influence the process of schooling in our community. The committees, which were made up of community and school people, analyzed the impact of influences and proposed recommendations from five perspectives -- Societal Trends, Educational Trends, State Mandates, Demographics, and Current Facilities. These committees reported to the Board of Education in May, 1989 and their recommendations have provided the backdrop for the District goals and direction since that time (see Appendix A).

The Successful Schools Initiative, the 1990-91 school district budget planning document, stated the financial ramifications of the District's direction. A position paper released by the Oregon School Board in February, 1991 confirmed the District's commitment to continuous improvement through the examination of promising new ideas and the collection of data to measure progress. (see Appendix B) The Oregon School District has had and continues to have a tradition of thoughtful, progressive behavior.

As the District has sought to examine and implement promising new ideas, several new structures have been created. The Curriculum Coordinating Council, a representative body of District staff, has been created to establish and coordinate the process of curriculum development and implementation in the District. Building improvement teams (named differently in each school) have been established to explore and implement site-based management concepts. These structures are at an early stage of development.

Beginning in 1990-91, the Oregon School District began working with three other school districts in a consortium arrangement. The consortium was formed to allow teachers across districts to develop curricula and to share training opportunities. Consortium curricula development was intended to lessen the load for each individual district in terms of time and money and to allow for sharing of ideas and effective practices.

Why Change?

Numerous factors both inside and outside the school district have suggested the need for change. Global comparisons of student performance indicate that the majority of American students are behind their counterparts in other developed nations of the world. Business leaders remind us that the average American worker needs a higher level of skills than ever before, and low skill jobs are becoming increasingly scarce. Demographic projections suggest that because the actual number of people available to work is decreasing, so every available worker must be well educated. Analysis of student achievement data reveals that certain categories of students do not achieve as highly as others. Educational equity is necessary for democratic survival. A democratic society requires informed citizens with many perspectives.

Within the District we have noted teaching methods and strategies of yesterday do not work as effectively today. The students who come to us now have, in many cases, a different level of readiness, different attitudes, and different personal and social concerns. Old methods of teaching are not effective under current conditions.

Recognizing a need for change is a positive step. It does not mean that we have been ineffective in the past or guilty of educational malpractice. We have done the best job possible with the knowledge available. But, conditions have changed dramatically and new knowledge is needed. As Gary Phillips recently said at the Rochester Practitioner's Paradise Conference, "If the horse you are riding dies, it's a good time to dismount."

Now is the time to consider new ideas. Fortunately there is an abundance of research and practice that demonstrates that we can teach all children well.

The Change Process

What do we know about change? Change is the status quo. Information is increasing at an exponential rate, and social conditions are in such a dramatic state of flux that new ideas, conditions and opportunities are constantly emerging. Indeed, the way in which planners determine present action is different. Instead of considering the events of the past and the conditions of the present to predict the future, today's planner has to consider the events of the past and predict the future to determine how to behave in the present.

Change is a process that takes time. Major educational change takes at least five years to implement. Therefore, those involved in the process need patience and perseverance.

Change is never "done." Conditions will continue to be modified, new discoveries will be made, new ideas conceived. Change is a journey whose absolute end will never be reached.

Change is a chaotic, contentious process. Individual responses to change vary from the enthusiastic, energetic response of some to the concerned, cautious response of others.

Because much is predictable about change, the change process can and should be deliberately guided. Careful guidance increases the chance for successful implementation and for meaningful help and support during the process. Communication during the change process should be uniform, consistent, equally accessible to all and based on honesty and trust.

The Goal of Change

What is the goal of change? The goal of planned educational change in the Oregon School District is demonstrable, continual improvement in all aspects of the school system.

How do we obtain continual improvement? Continual improvement in the school system can only be achieved by focusing all energy and resources on obtaining the district mission. A successful, continual improvement process in the school district has the following prerequisites:

1. There must be a clearly defined mission statement that is shared by all members of the organization. (see Appendix C)
2. There must be clearly defined exit outcomes and curricula deliberately designed to ensure achievement of the outcomes by all learners. (see Appendix D)
3. There must be methods for assessment that are aligned with the outcomes.
4. There must be a commitment to collect and analyze data.
5. There must be long-term view of the improvement process rather than focus on short-term gains.
6. There must be involvement by all staff; those implementing the program should participate in the development of the improvements.
7. There must be resources available to train staff in data collection and analysis, curriculum development, and effective teaching practices.
8. There must be willingness to scrutinize existing structures and vehicles for delivery and an openness to identifying new structures and vehicles to facilitate change.

What are the Requirements?

What are the requirements for individuals? All staff in the Oregon School District is expected to use their skills and knowledge to enhance learning for all learners. The District is committed to continual improvement and, to that end, all staff is expected to be learners as well as educators in the organization.

Teaching is both an art and a science. Curriculum outcomes are being developed for all core subject areas, and all district teachers are expected to teach to the outcomes. Teachers are expected to be involved in developing and field testing the outcomes. Teachers are further expected to design learning opportunities to enhance achievement of all learners. The method of delivery to achieve high level performance for students is left to the professional judgement and creativity of the individual.

What are the Requirements for the District?

The District is responsible for promoting quality learning and training opportunities so that all staff can be effective in their positions. The District is further expected to create supporting structures and to provide resources to facilitate success. The District encourages continual improvement by acknowledging success in varied ways.

PHILOSOPHY

Where We Have Been

Oregon educators have always believed in quality education. Our past history has been rich in dedicated instructors, supportive administrators, responsive school board members, and an involved community. We have felt secure in the knowledge that our students have received the best education available.

Where We Are

New information about successful schools demands study. Even though our educational system may be better at preparing some students today than it was five or fifty years ago, society's needs are rapidly changing and schools will need to change to meet the challenge of preparing students to live and work in the 21st century. As is characteristic of our school system, we are continually striving for the best.

Outcome Based Decision Making is the model we have chosen to meet the changing needs of today's students. The basic philosophical premises are:

1. All students can learn.
2. Success creates success.
3. Schools control the conditions for success.

As educators, we know that we always do strive for success for all. We agree with the statement that "if something is important enough to teach, it must be important enough for all students to learn." In the past, we have primarily studied the process of teaching but were constrained by time. Now, we must expand our view of the teaching and learning process to include the results that occur when we teach, and we must allow flexible time for students to learn. The teaching/learning process is only successful if the student can demonstrate learning has occurred. We are searching for "quality learning rather than quantity learning" for all students. This does not preclude quality and greater quantity learning for some students.

We are becoming involved in data-based decision making that allows for development of high-level outcomes and authentic performance assessments. Data-based decision making involves jointly making the best decision possible in any given situation based on appropriate research. The concept of establishing high-level outcomes allows educators the opportunity to examine the relevance of what they teach. Then authentic performance assessments are devised for students to demonstrate how well the information has been learned and how students are able to use this information.

Where We Are Going

If we agree that this change is inevitable, then we must provide avenues for change. Although time and money are always limited commodities, there exists a commitment to provide the necessary

components and to use the resources available to create an organizational culture of high performance for all, teachers and students alike.

The approach to change we have adopted is one of encouragement rather than mandate. In educational organizations finding success in the change process, three issues have needed specific attention. They are: 1) the philosophy, 2) curriculum organization and, 3) the instructional delivery process. Once staff has experienced the student success which can be achieved through aligned curriculum and effective instructional practices, underlying philosophies begin to change. Once transformational philosophy and practices become accepted behaviors of teachers, there emerges a need to reorganize the school environment and align the policies and practices which support it. This, then, perpetuates the journey toward continuous improvement. The goal of the Oregon School System is to develop as a collaborative team and to accept that the idea of change should not be viewed with apprehension but rather as status quo.

CURRICULUM

Where We Have Been

For the past decade, curriculum design for the Oregon School District has followed the School Evaluation Consortium model. The curriculum has been articulated in enabling and exit skills. The skills which identified what students "will be able to . . ." served as advanced organizers for teacher input. A review of the published skills will indicate they are content specific and, for the most part, rather narrow in scope. While strategies for assessments were not always included as an intentional part of the curriculum design, they were inferred and allowed for a range in student achievement from A to F. The stated curriculum was evaluated by staff and by outside audit teams through descriptions of enabling and exit skills without regard to actual student performance.

Where We Are

With the formation of a consortium of four school districts in 1989 (Beloit Turner, Brodhead, Parkview, and Oregon), a curriculum consultant, Dr. Linda J. Edwards, was engaged for a three (3) year period to start the districts in redefining the curriculum in terms of student outcomes of the learning process. An additional expectation of Dr. Edwards was to assist districts in transition to in-district curriculum development facilitators to continue the process locally. In Oregon, a 17-member Curriculum Coordinating Council was established at the start of the 1990-91 school year to serve as a representative governance and decision-making group to guide curriculum development, implementation, and related concerns.

Where We Are Going

Because not all subject areas will begin the process of curriculum refinement at the same time, different subject areas will be at different stages of the process during any given year. (see Appendix E) In an effort to implement curriculum redefinition according to the principles espoused in the Outcome Based Decision model (OBDM), a four year phase-in process has evolved. The four stage process to be used for each subject area is described on the next page.

When the four stage process has been implemented in all subject areas, the following components will be in place.

1. Clearly defined graduation outcomes that:

   a. are derived through consensual staff and community input,
   b. accurately identify the knowledge, skills and attitudes needed by Oregon graduates in an increasingly complex, changing world,
   c. address conditions of significance necessary to connect what students have learned in school with real life challenges, and
   d. can be successfully demonstrated by all graduates before they leave the Oregon school system.

2. An articulated curriculum framework of program, course, and unit outcomes and assessments that:

   a. is derived from the identified exit outcomes,

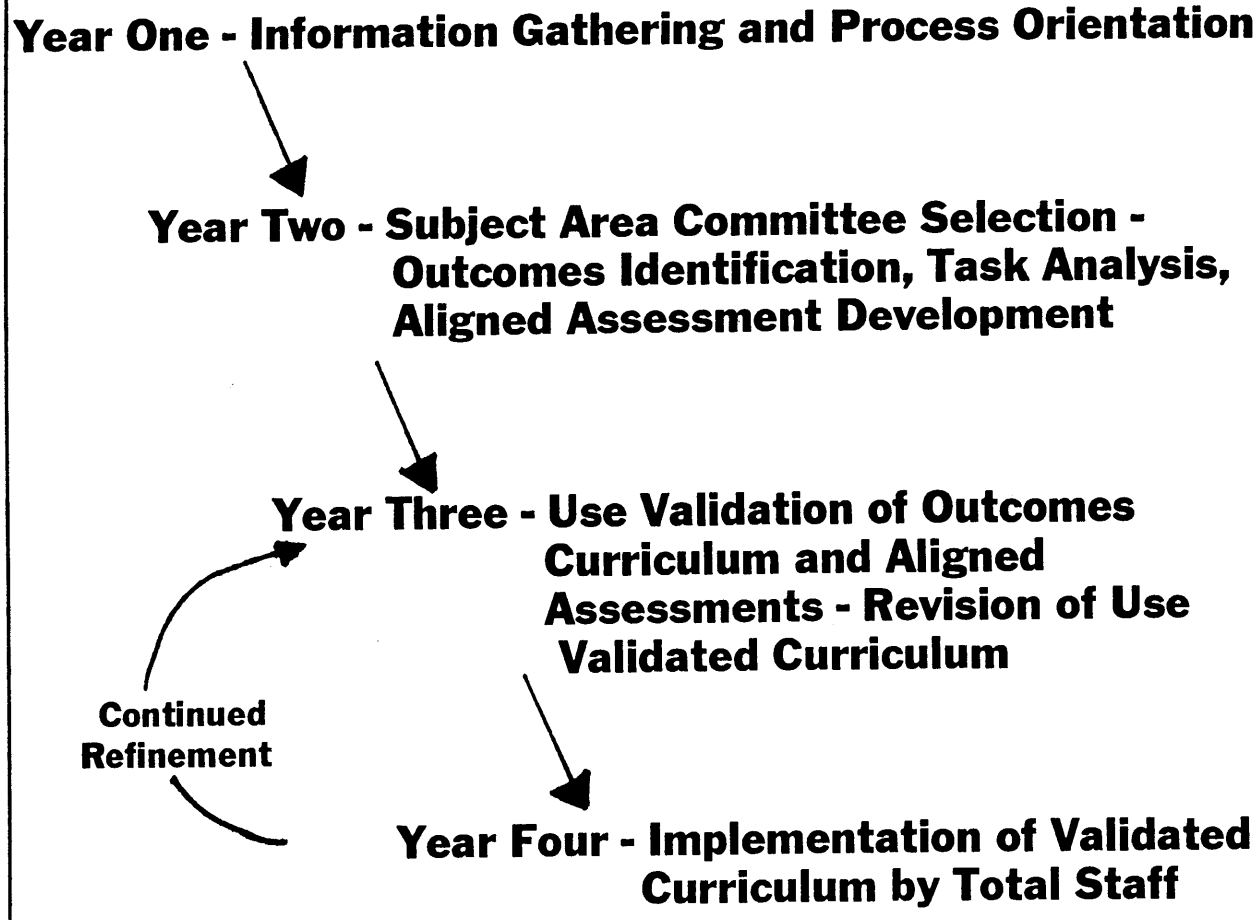
   b. is developed by classroom teachers through the collaborative effort of Subject Area Committees (SAC),
   c. integrates knowledge and skills across disciplines, and
   d. is under the governance of the representative Curriculum Coordinating Council.

3. A criterion-based, consistently applied system of assessments that:

   a. is tightly aligned with Exit, Program, Course/Grade level and Unit Outcomes,
   b. motivates students to attain high performance levels,
   c. enables students to demonstrate learning and receive full credit for learning on a time-variable basis, and
   d. documents what students have successfully accomplished.

The curriculum documents developed through the consortium will continue to be refined in subsequent years as research and Oregon data show how to improve student performance. Student data are collected and updated regularly so that staff can monitor and adjust curriculum and teaching practices to assure success for all students. Data are also analyzed according to key indicators of school effectiveness and teaching delivery styles. The database is readily usable and accessible to all staff.

Four Stage Process: Outcomes Identification to Implementation



Oregon School District
1992

INSTRUCTIONAL DELIVERY PROCESS

Where We Have Been

Education is undergoing rapid change. From the turn of the century until the early 1970's, educators had been directed by society, and had gradually come to believe, that really only SOME of America's students could and should learn well enough for success in postsecondary studies and careers. According to Chester Finn, "Education was thought of as a process and system, effort and intention, investment and hope." Educators devised systems of course content and studied teaching processes to deliver that content to students. Educators put effort into what was done to and provided for students before and during instruction, measuring success by the achievement of those SOME and using the bell-shaped curve to document that success. Dedicated educators continuously improved how information was presented to students, assuming that change of presentation would improve performance.

In the sixties and seventies, educators and society were dismayed by the discrepancy between the achievement of the SOME and the achievements of disadvantaged and minority "at risk" students. Attempting to improve what was done to or provided for disadvantaged students, Head Start, Title I, and Job Corps were developed. While helpful for making initial access to success more equal, in the long run, "at risk" students did not become members of the SOME, as determined by standardized test scores. However, the change in input did not produce more students equipped to succeed in postsecondary education and careers.

The nation's fixation on testing and test scores created a new concept of education. In the 1980's competency based testing attempted to assure <u>minimum</u> levels of performance for ALL, but still only SOME were performing at high levels.

Where We Are

Learning from the well-intentioned input oriented past, education has made a quantum leap to a performance oriented accountability system, which has as its goal high level outcomes for ALL, not just SOME. This Outcomes Based Decision Making model has four basic principles, described below.

The OBDM model sees time as a variable. The traditional bell-shaped curve works as a scoring mechanism when time is held as a constant. ALL students' aptitudes for learning are not limited by varying ability, but are definitely limited by the amount of time allotted to successfully accomplish the learning task. Therefore, teaching techniques have to change to accommodate varied amounts of time to achieve success by ALL students.

Closely connected to the changes in learning time is the second OBDM principle that outcomes of significance (high performance expectations that include problem solving and integration of skills, concepts, and areas of study) are possible for ALL students. The biggest change for educators will be less quantity traded for essential, high quality outcomes for ALL learners.

Third, the work done in OBDM to select and arrange high level outcomes directly affects how learning and assessments are organized. Before instruction begins, the instructor checks students for prerequisite skills for the new learning outcome. Cue setting takes place to tell the students what they need to know, how they will measure their progress with formative assessments, and how they will demonstrate that they know the outcome. Assessments, most particularly summative, should be demonstrations of mastery of significant outcomes, not demonstrations of recall of subject matter. Assessments need to be carefully aligned with outcomes and instruction. (see Appendix F)

The fourth principle of OBDM is that all decisions are made consistent with district philosophy as addressed in the mission statement and belief statements. Representative building improvement teams and the Curriculum Coordinating Council collectively make decisions which are in the best interest of learners. Issues which effect contractual agreement are brought to the Problem Solving Round Table for discussion.

Based on staff input, the Curriculum Coordinating Council has identified knowledge bases which will direct staff development activities. The Inservice/Professional Development Committee has aligned inservice topics with building and district goals. Time has been allocated for small group and building problem solving. Multiple opportunities for visits to OBDM sites have been offered, as well as workshops and courses for credit in the knowledge bases.

Where We Are Going

The OBDM principle of decisions based on beliefs and current research will be expanded so that all decisions made regarding anyone involved in the educational environment will be consistent and compatible with those beliefs and research.

Grading will change to reflect progress toward and mastery of specific outcomes. Formative assessments will not be graded in the traditional sense; they may serve as qualifiers for the outcome, not a measure of mastery. Grades will reflect the mastery level of the identified outcomes. Proven educational techniques such as mastery learning, cooperative learning, control theory, and active participation will become standard teacher skills. Communication with postsecondary institutions and the job market will be stated in outcomes. Demonstrations of mastery of outcomes will replace traditional grading.

Technology will continue to assist recordkeeping and grading. Networked computers will facilitate intra-school communication and mastery status for each learner's outcomes. Scanners and video computerization will make records of students' performance flexible and multi-modal.

We need to continue to strive to develop and validate high level outcomes with aligned assessments. As the outcomes are developed, extensions, enrichments, and correctives must be simultaneously implemented to accommodate individual needs. Extensions, enrichments and correctives will occur in different modalities and be designed to enable learner success. They should also encourage application of outcomes to life situations. The rate at which learners successfully master the clearly specified outcomes will be the determinant of grade and subject placement, not chronological age or the rate at which age peers master the outcomes.

More careful scrutiny and analysis of prerequisite skills prior to instruction of outcomes may reduce the need for correctives later and will make revisions of outcomes and assessments more accurate. In addition, timely movement to extensions or acceleration will be possible.

With the changes in learning time for outcomes will come changes in the daily and yearly schedules. There may be changes in how learners and teachers interact and how they use their time during the day and school year. A daily assistance component will be implemented. Summer school and holiday times may become corrective and extension opportunities for students and staff. The possibilities for use of time and opportunities for interaction will continue to evolve to meet changing needs.

RESULTS

Just as we believe that the "proof of the pudding" is its taste and the measure of a race car is its speed and handling, we traditionally have measured the knowledge of a student by test scores. This results section deals mainly with comparison scores obtained by some of our staff members before and after instituting, to varying degrees, some of the principles of Outcome Based Education (OBE).

This results section does not cover all the success stories in our District. It hopefully covers a range of conditions and demonstrates that for each teacher, success for all students does take different paths. It appears that the only common concept in all the reported cases is that all used the reteach concept and allowed second and, when necessary, third chances to show mastery of an outcome, and that the reported grade was the highest grade achieved.

All teachers interviewed for this section, felt that they had significantly increased student performance beyond what they felt possible before starting into the OBE concept. All teachers also said that they had not "watered down" their teaching. Except for the elementary teacher who used the new K-12 mathematics outcomes, the curricula taught were essentially the same both pre-OBE and post-OBE. Student attitude and acceptance were excellent.

This paragraph is the interpretation of the data by Charles Teeter, School Board Clerk. "Each page following in this section covers data and information on a single example of what can occur when the teacher changes from trying to grade on a curve to helping all students master the taught material. To borrow from a TV add, "what they wanted is what they got." And they got it without sacrificing on the material covered. The results are almost too good to be true."

Three first grade and three second grade teachers in the Oregon Elementary School were asked to field test the new mathematics outcomes. They used some OBE strategies to try to improve student success, while testing the new math outcomes. Normally, one would not try to gather data this early in a program, but we felt the early data was worth sharing.

In the first grade, Sherry Jordan taught her class math, and Mary Jane Beyers taught both her class and Sheryl Clayton's class their math. Of major interest in reviewing the data is that the mastery levels set for the outcomes were quite high, very often being 100% on the summative tests.

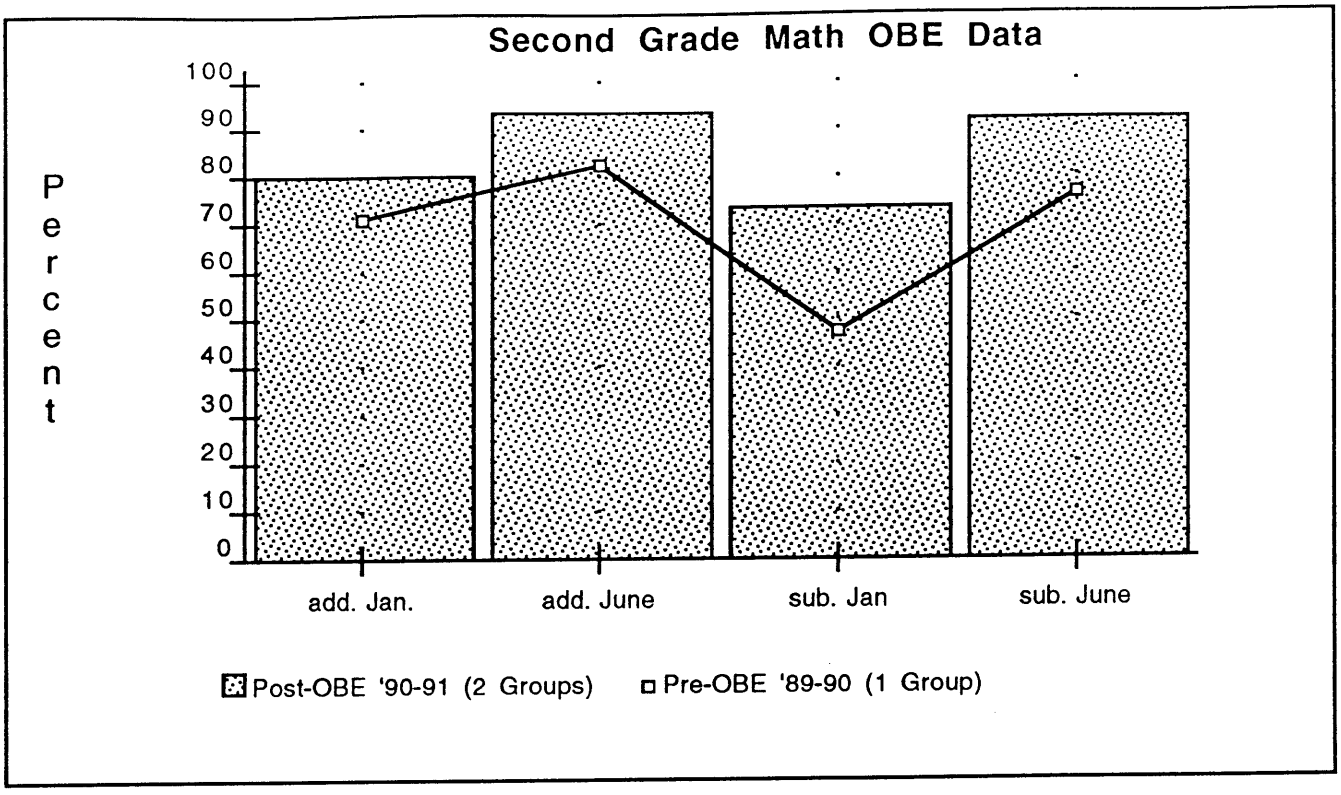
Prior to field testing the outcomes, the amount of retesting required to obtain master was a concern. Probably the most important result is, that even with the high achievement required, the number of retests was not considered to be an excessive burden. All three classes has similar results. The average number was 20.80% of the students taking a second test and only 4.41% requiring a third test. On one outcome, eight students did require a fourth test. On many outcomes, all students achieved mastery on the first summative test. These results allowed consideration of moving some outcomes to a lower grade level and the one difficult outcome to the next grade level.

The second grade teachers took a somewhat different approach before giving summative tests. Judy Miller, Judy Sigler, and Ann Benedict pooled their energies into pretesting, and giving more formative tests to ensure readiness for the summative tests. While they did not report any retesting results, their percent of students achieving mastery on the first test is quite high at 88.35%. Quite obviously they achieved their goal of a high percentage of mastery on the initial summative test.

All six teachers believe they will achieve further reductions in the percentage of retests. One may have to look at the raw test data to fully appreciate how. For example, lowering mastery test scores slightly (from 100% to 95%), probably would not reflect reduced student comprehension, but would have reduced total retesting by 27% in the one first grade class checked. Further review and changes of content, assessment, etc. over the past summer should help in reducing retesting.

Comments by individual teachers were extremely upbeat and positive. The first grade teachers' comments were centered on the students' reactions and their feelings of confidence in themselves. They felt that the system was workable, yielded mastery by all students and achieved a better classroom atmosphere.

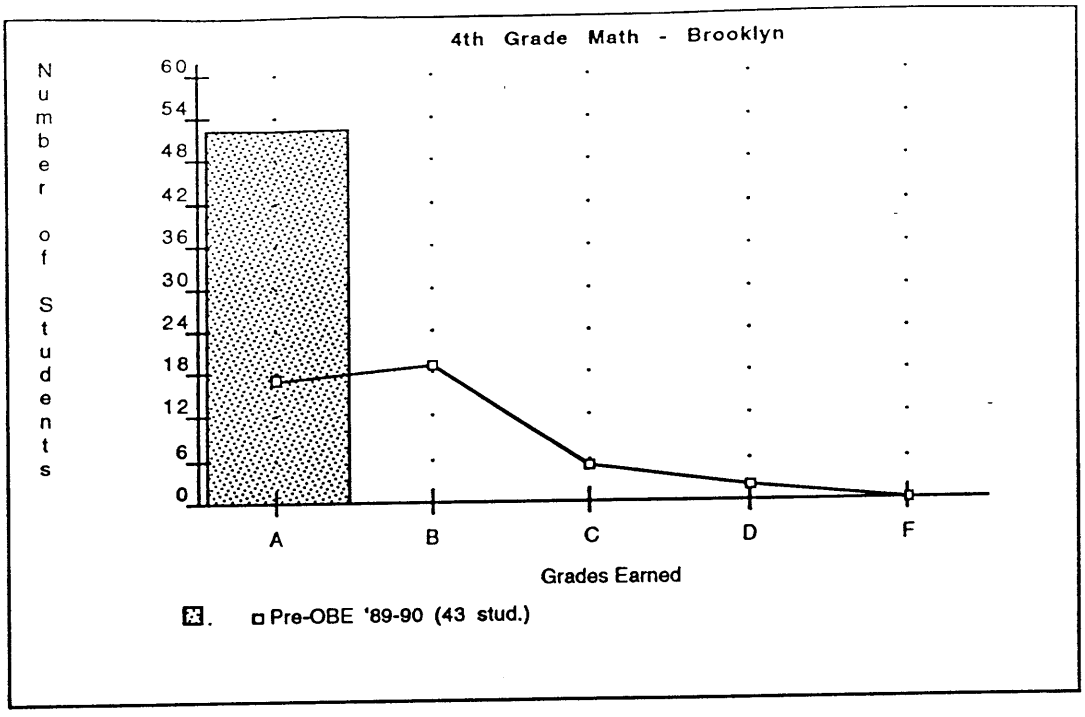
Second grade teachers' comments were similar to the first grade teachers. They attributed their excellent first summative test results to extensive testing of prior knowledge and not doing summative testing until students were ready. All six teachers felt they have a better idea of what outcomes should be taught in their grade and how to continue to improve as teachers.



The graph above shows improvement in Sue Mihlbauer's addition and subtraction tests, both pre-OBE in 1989-90 and OBE in 1990-91. These are outcomes that were taught in both pre- and post-OBE classes and are easily comparable. Summer school opportunities were provided for students needing more learning time the past two summers.

The post OBE classes included many more "best shot" lessons addressing a variety of learning styles. Manipulatives were included in daily lessons and adjustments in individual students' learning time were made through the use of enrichment and corrective lessons.

More formative assessments were given prior to a summative assessment. An assistance component was put in place twice a week for additional learning times. Team planning and teaching were the "backbone" of this effort.

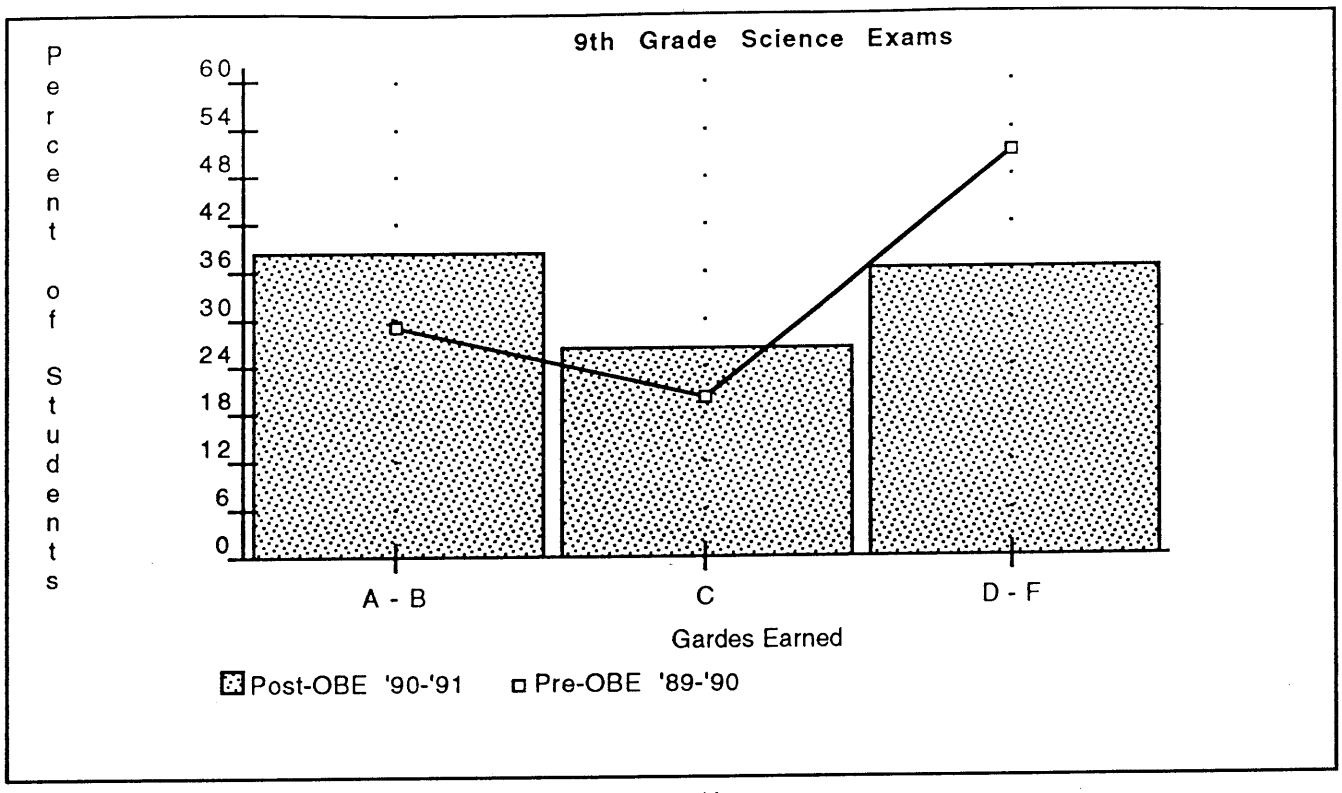


The graph above shows the improvement in fourth grade math tests for both Betty Manson's and Dale Schulz's classes. For Betty's class it compares 1990-91 pre-OBE grades with her 1991-92 OBE grades. In Dale's case, it compares the pre-OBE class two years ago (1989-90) with this year's 1991-92 OBE grades. This is because last year, Dale used OBE for the last part of the year and a split year comparison would be confusing. Both teachers have all "A"s for all their students based on the summative exams. If they would have considered the students' daily class work, they "estimated" approximately one-fifth of the students might have been rated as B's. That would still be outstanding results.

Pre-OBE teaching was ability-grouped and textbook-based. The high math achievers practices math concepts not introduced to the other ability groups. This method created wide gaps in math learning. Little or no opportunity was provided for students who fell below mastery level.

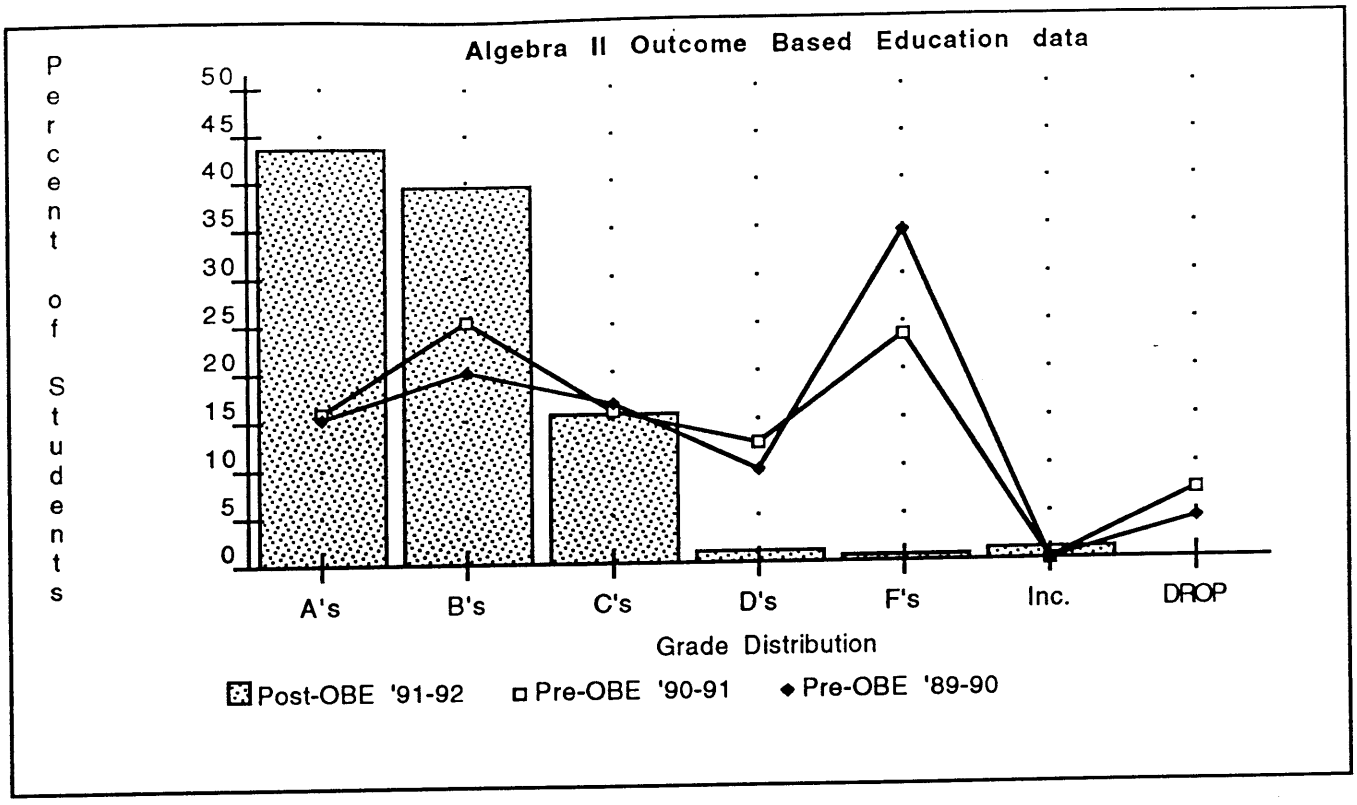
OBE-taught outcomes are whole group based and everyone achieves at a predetermined mastery level for all fourth grade outcomes. Opportunities for mastery are provided by reteaching strategies in both small groups and individual situations. Classroom teachers and/or educational assistants provide reteaching opportunities for the students. A wide variety of teaching strategies are used including manipulatives, chalkboards, overheads, activity sheets, etc. High math achievers are offered the opportunity to expand the core outcome concept by exploring extended math projects that require the use of higher level thinking skills. All students may attempt these extensions but the finished product may show work at their own ability levels.

Both teachers found the OBE strategy workable and worthwhile. The student response was excellent. Both teachers now know that they can control the success of the students in their classes, and are implementing plans to utilize OBE strategies in their science classes this year.



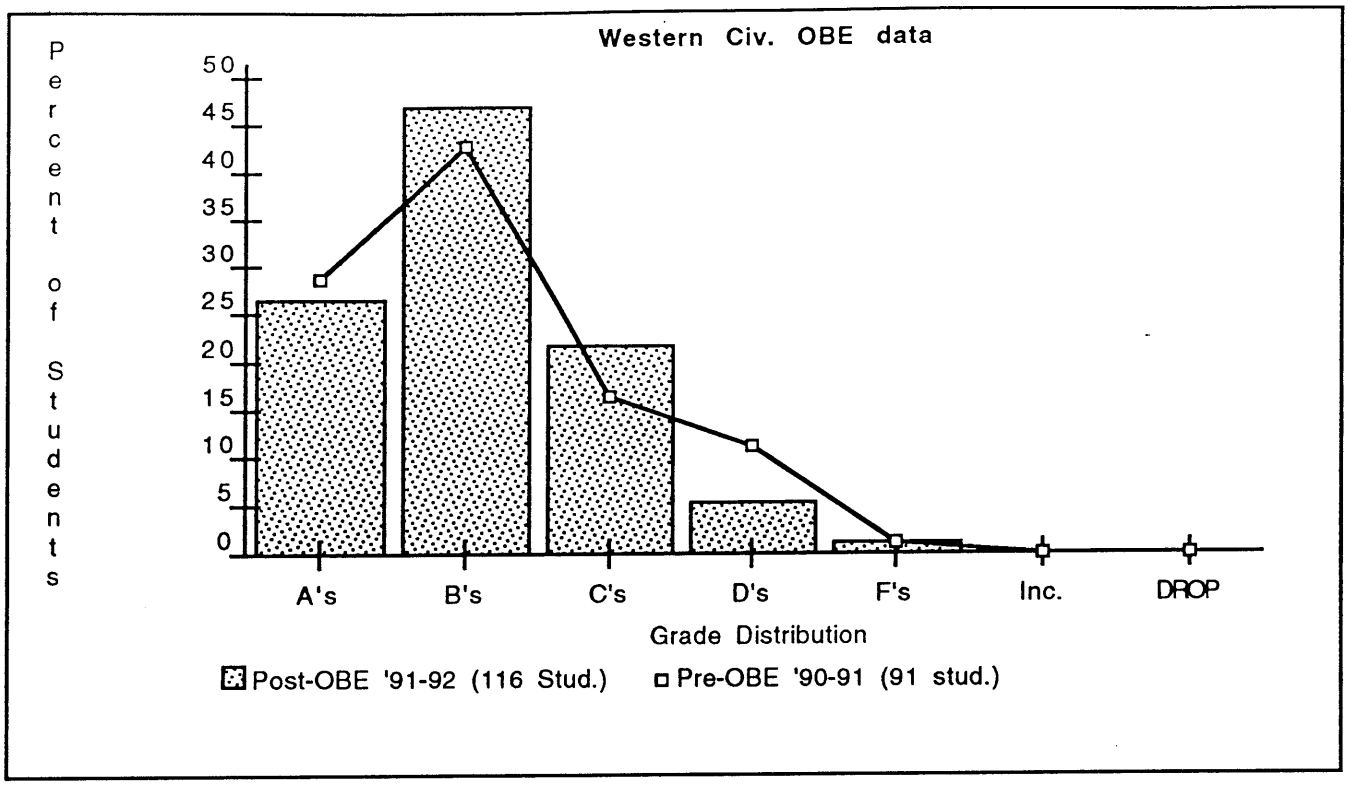
The graph above is from Joe Burmeister's ninth grade science class. Joe started by only using the reteaching technique. The science outcomes had not been started and the teacher had not yet received any OBE training. He had expressed a belief that with the students in his classes, reteaching would be a major benefit, and so tested that concept. A benefit he had not perceived soon became evident. Student attention to and interest in the subject matter increased markedly after he began the reteaching process.

The graph is not the usual comparison of before and after OBE. It compares the results of first semester exam grades for his pre-OBE 1989-90 class and his 1990-91 OBE class. The data are the test scores of an identical exam at midterm, given only once to both groups in an attempt to evaluate how, when the OBE teaching method was used, the students fared on identical exams under identical test conditions. It demonstrated significant improvement in grades with only the reteach concept in place, on a single opportunity test.



The graph above compares the first semester pre-OBE grades in the years of both 1989-90 and 1990-91 with the OBE results of 1991-92 for Deanna Ehmann's five Algebra II classes. The statistical probability that the improved student grades are due to the OBE teaching methods are computed to be greater than 99.5%. While Deanna did allow second chances and provided relearning opportunities, she did not change her teaching style, course content nor offer enrichment work for those that passed the first testing. Some time was found during class hour to do reteaching, but much was also done outside class hour. All retesting took place outside the regular class hour.

The second semester grades are not included above. With pre-OBE the second semester grades would not reflect those students that dropped out the first semester (there were no OBE dropouts). Deanna considered looking into the second semester pre-OBE grades. She has expressed dismay that after many students dropped out in the first pre-OBE semesters, the grades in the second semester did not appear to reflect a decrease in lower learning skilled students. That is, it appeared to her that some students slipped to lower grades during the second semester. This also happened, to a lesser degree, in the post-OBE. This may be normal student behavior or caused by course content.



The graph above shows the results of the Western Civilization classes of Brian Root and Susan Knowles. The changes here, at first look, might not seem highly significant. But when you consider that they had previously been getting 71% A's and B's, it shows that the reteaching and other OBE concepts can still significantly raise student grade performance to 77% A's and B's.

Probably of more significance is that the percent of D's F's were reduced from 12% down to 6% using retesting and other OBE techniques. That is a reduction of 6% in the student (and their parents) that probably considered themselves failures in this class. With more teaching experience in these techniques and better pre-training of students who are expected to master their subjects in the lower grades, these teachers expect to further increase student performance in this and their other classes.

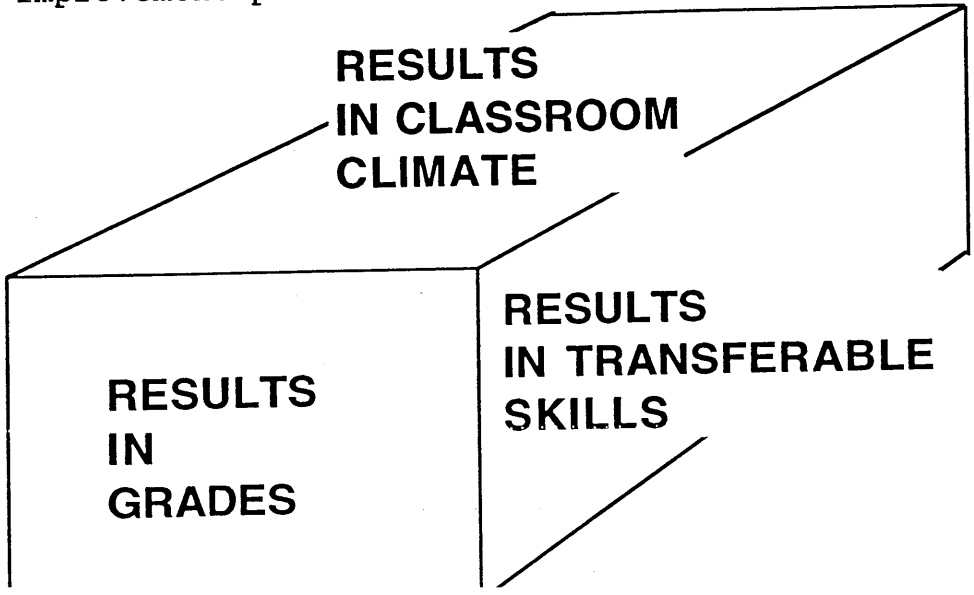
Both teachers will institute a new policy this school year. All grades below the B level will result in a grade of I which will have to be improved to a B or an A to qualify as mastery and mastery in all outcomes will be required prior to issuing a grade.

While results measured in grades do show improvement for all students, grades alone do not accurately reflect all the improvements resulting from using OBE. There are two other observable learning dimensions that improve with OBE: classroom climate and subject area skill level. While no measurement techniques for these learning dimensions are available, every teacher can analyze them and estimate their impact on learning. One often hears OBE teachers talking about improvement in these learning dimensions.

In addition to improving grades, the climate for learning improves for both students and teachers. When ALL believe that they can succeed and when formative and summative assessments are helpful, specific guides to improvement, teachers can be rigorous and clear about expectations -- and students have the opportunity and guidelines necessary to achieve mastery. When ALL know what is expected and believe that mastery is possible with hard work and clear expectations, the ALL in the classroom are committed to succeed and ALL are intensely engaged in collaboration that produces success. The students are active participants and "master students;" the teachers are active participants and "master facilitators." The whole class becomes a community of committed learners.

While the number of high grades increases, the actual level of skills that the students have mastered also increases. Top students still get top grades, but at a greater depth of understanding. While fewer exit outcomes may seem less rigorous, the opposite is actually true. The cooperative, collaborative climate that develops makes open-ended questioning and problem-solving more possible. Activities formerly thought appropriate only for extra credit for advanced learners now become possible for all learners. In this way, it is possible to learn those exit outcomes thoroughly and efficiently in ways that encourage transfer to other learning and future learning.

While the results to date have been great, do not assume that we are done with the learning to teacher for student success. The process of analyzing and refining progress toward mastery is continual for both students and teachers. And while the early results will probably concentrate on grades, the other learning dimensions may well be equally important in life after school and must not be ignored in the total school improvement process.



GLOSSARY

Aligned Assessment: the degree to which two performances' stimulus conditions match; usually those two performances are instructional activity and post-test performances. Put simply, it is teaching what you plan to assess and assessing what you teach. (S. Alan Cohen and Joan S. Hyman, 1991)

Alignment: the degree of congruence between curriculum(what is to be taught), instruction(what is taught), and assessment(what is tested). (S. Alan Cohen, 1987)

Assessment: the bringing together of significant learning into a culminating action or set of actions often involving an audience and/or resulting in a product for purpose of evaluation. (Ed Redelen and Nancy Lockett, 1992)

Assistance Component: expanded time opportunity for students to learn beyond the mastery learning cycle which occurs in the regular classroom. Occurs in the form of tutorial or remedial labs or classes held during or outside of the school day. (Linda Edwards, 1991)

"At Risk" Students: category of students described in general terms as being behind their age group in basic skill achievement or in credits attained one, two, or more years depending upon the age or grade level of the student. In addition to the "behind their age group" criterion additional factors such as attendance enter into the classification. A more precise definition can be found in Wisconsin Statute 118.153 and Chapter PI25, Department of Public Instruction. (Oregon School District, 1991)

Authentic Learning: learning which results in a product, performance, or demonstration of learning which is meaningful for the students and requires students to become involved at levels higher than memorization of information. (Linda Edwards, 1992)

Authentic Performance Outcome: an exhibition of mastery of what a student knows or is able to do, rather than a trial by question. (Grant Wiggins, 1990)

Behavioral Objective: statements of intended ends of learning in a content area. A behavioral objective normally includes the content area in which the learner is to perform, the action the learner is to demonstrate, and the expected level of proficiency. (Linda Edwards, 1991)

Belief Statement: one of usually several statements that form a philosophical base upon which district decisions are made. Belief statements are arrived at through discussion, deliberation and participation by all members of the professional staff in a process of achieving consensus. Each belief statement should be supported by a research base built from examination of the professional literature. (Tom R. Vichery, 1990)

Building Improvement Team: a team of representatives from the faculty under the leadership of the building principal to participate in decision-making relative to the effectiveness of the school. Membership on the team may include representatives of allied staff, parents and students in addition to representatives of the professional staff. Since the primary purpose of the school deals with students and their learning, it follows that the primary focus of a building improvement team should be assuring that students can and do learn.

Cue Setting, syn., Anticipating set: Any of a number of teaching strategies that causes learners to: 1) focus their attention on the learning to come, 2) provide a very brief practice on previously achieved and (if possible) relevant learning or experiences, and/or 3) develop a readiness for the instruction that will follow. (Benjamin Bloom, 1984)

Collaborative Team: a group of peers voluntarily working together to share in literacy, scientific or other intellectual production.

Competency Based Testing (CBT): a state mandated program in Wisconsin designed to assess minimum proficiency of students in reading, language arts, and mathematics. CBT's have been administered in April and May in grades 2,3,6,8,and 10. The mandate for CBT's in Wisconsin was received in June, 1992.

Consortium: Association, fellowship, club, society (Webster); in the context of curriculum development, Oregon School District has formed a consortium with other school districts of similar revision intent; the original school districts in the consortium, in addition to Oregon, are Beloit Turner, Brodhead, and Orfordville Parkview.

Control Theory: a theory of explaining human behavior espoused by William Glasser; the theory is based on the premise that our behavior is internally motivated and is always our best effort to satisfy basic needs built into our genetic structure. These needs are love, power, fun, freedom, and survival. (William Glasser, 1990)

Cooperative Learning: a teaching strategy for presenting context to students which encourages group interaction; there are various models for grouping but all have the central aim to increase overall student achievement while enhancing positive social interaction between peers.

Core Curriculum, syn. Required curriculum: subject areas or discipline considered to be more important than others. (Linda Edwards, 1992)

Core Unit Outcomes: clearly identified demonstrations of learning specific to identified content areas or disciplines that are essential to future learning and must be mastered by all students who are not receiving special services or instruction through an Individual Educational Plan (IEP). (Linda Edwards, 1992)

Corrective: learning that is revised and presented again using different models, methods, materials, or time frames when a student does not achieve the desired performance level rather than allowing the student to move to new learning. (William Spady, 1989)

Criterion Referenced Assessment: a type of assessment that takes the form of comparing student achievement with predetermined course objectives and outcomes; the main purpose is to give information to student and teacher regarding the effectiveness of the teaching and the learning. (Charlotte Danielson, 1991)

Curriculum: Planned learning of pre-identified student outcomes of the teaching/learning process. (Linda Edwards, 1992)

Course Outcome: the culmination of unit outcomes that constitute a course of study; course outcomes are specific to content area and build to student achievement of program outcomes.

Curriculum Coordinating Council: a representative group of district personnel that advises the Board of Education, through the Superintendent, in matters concerning curriculum development and instructional planning. The CCC serves as a sounding board for certified personnel in curriculum matters. (Board of Education, Oregon School District, 1991)

Data Based Decision Making: process of making decisions based on data derived from validated practice and/or built from examination of the professional literature.

Enabling Outcomes: lesson outcome leading to more comprehensive unit outcomes. (Linda Edwards, 1992)

Enrichment, syn. Vertical Extension: learning new or different content or skills not directly related to core unit outcomes. (Linda Edwards, 1992)

Extensions, syn, Horizontal Extensions: Learning outcomes that are content specific and go beyond the core outcomes and are taught in class at the same time as correctives. (Linda Edwards, 1991)

Exit Outcomes: Competencies (skills), knowledge, and orientation (attitudes) students possess when they leave school. (William Spady, 1986)

Formative Assessment: An evaluation of student learning when the main purpose is to inform both the student and the teacher about what has been learned and what has not been learned according to a predetermined level of proficiency. (Charlotte Danielson, 1991)

High Level (Performance) Outcome: Demonstrations of learning by students require cognitive performance beyond recall (knowledge and comprehension). (Linda Edwards, 1992)

Inservice and Professional Development Committee (I/PD): a collaborative team of educators in the Oregon School District representative of all schools and teaching and nonteaching professional staff whose prime purpose is to plan for personal and professional growth for individuals within a respectful, supportive, and positive organizational climate. Its ultimate aim is to implement a process that results in continuous, responsible self-renewal for education and better learning for students. (I/PD,1991)

Knowledge Bases: Knowledge bases are distinct bodies of information about effective teaching practices or research related to the teaching and learning process. The District offers courses in knowledge bases areas under the Teacher as Learner provision of the negotiated Master Agreement. A joint committee develops the list of knowledge bases from which teachers may select offerings.

Madeline Hunter Teaching Model: a model for teaching Instructional Theory into Practice (ITIP), which identifies certain research-based principles a teacher should take into account when making instructional decisions. In her model, Dr. Hunter has attempted to translate research-based knowledge from psychological jargon into language comprehensible for use in daily teaching decisions. (Madeline Hunter,1977) (Dr. Hunter's model for decision-making forms the basis for the Skills for Effective Teaching (SET) workshop that has been taught in the Oregon School District over the past several years.)

Mastery Learning: An approach to teaching/learning which has its roots in John Carroll's model of school learning (1963). At the heart of Carroll's model is the premise, based on his studies of individual differences, that aptitude measures reflect differences in the amount of time rather than differences in the amount that can be learned. Educators such as Benjamin Bloom, James Block, and Thomas Guskey have presented various design models but all are variations of central themes:
1.) Additional time and opportunity to demonstrate mastery,
2.) Remediation based on assessment results,
3.) Reassessment of learning until a stringent mastery criterion is met. (James and Chen-Lin Kulik, 1992)

Mastery Level: a standard of proficiency predetermined by professionals that is the same for all students. James Block, in his research on mastery learning, concluded that a proficiency of 85% was optimal for most learning. (Charlotte Danielson, 1991)

Mission Statement: A statement of intent which clearly identifies the central or unifying purpose of the organization. OBDM contends a well-developed mission statement consists of four components:

- Statement of Purpose - explains the reason for the existence of the school district
- Statement of Exit Outcomes - expectations which all students are able to demonstrate upon graduation.
- Statement of Implementation - affirmative statement of commitment to provide training, resources, time, and changes in scheduling in order to teach students to mastery of predetermined outcomes.
- Statement of Accountability - statement which identifies those responsible for achieving the mission. (Linda Edwards, 1992)

Modality: in an educational context, the term is used to describe a mode or method by which a student learns. (ASCD, 1991)

Norm Referenced Assessment: a type of assessment that takes the form of percentile categorization of students to compare or discriminate students with one another; the main purpose is to evaluate programs and select students. (Charlotte Danielson, 1991)

Outcome: a culminating demonstration of the entire range of learning experiences and capabilities that underlie it in a performance context that directly influences what and how it is carried out. (William Spady, 1992)

Outcome (task) Analysis: the act of defining prerequisite learning, vocabulary, facts leading to concepts, rules or defined procedures and learner experiences(enabling outcomes) which result in achievement of the unit outcome. (Linda Edwards, 1991)

Outcome Based Decision Making (OBDM): a model of school reform developed by Dr. Linda J. Edwards, Lawrence, Kansas, which integrates a systematic process for the development and maintenance of curriculum. The model integrates the Effective Schools process with outcome based education philosophy and instruction and the Quality Initiative of William Edwards Deming. (Linda Edwards, 1991)

Outcome Based Education (OBE): not a "program" but a philosophical approach to education that bases what is done instructionally on the outcome to be achieved by students, whether in specific parts of the curriculum or in the schooling process as a whole. It is a way of defining, designing, developing, delivering and documenting instruction in terms of goals and outcomes. (William Spady, 1988)

Paradigm: (Webster) An outstandingly clear or typical example.

Prerequisite Learning: Knowledge and skills needed to achieve the enabling outcomes of a lesson. Prerequisite learning need not be totally comprehensive but reflect learning within the past year or two. (Linda Edwards, 1992)

Problem Solving Round Table: PSRT is an attempt by the Oregon Education Association and the District to share issues and solve problems on a monthly basis. Membership of the PSRT includes District administrators and representatives of the OEA Negotiation Committee and such other interested parties as issues dictate. The purpose of the PSRT is to promote communication and understanding between all members of the professional staff and the District.

Program Outcomes: Learning which takes place in each discipline of the curriculum. Program outcomes are disciplinary and content oriented. (Linda Edwards, 1992)

Subject Area Committee (SAC): A K-12 group of teachers representative of each school building within the district and each grade or course level of a specific subject area or discipline. The purpose of the SAC is twofold: 1. To design program and unit outcomes with aligned assessments and 2.) To provide a process for review and feedback from the teachers they represent in the building of the curriculum being developed. (Linda Edwards, 1992)

Summative Assessment: An evaluation of student learning that occurs at the end of a segment of instruction when the main purpose is assignment of a grade. (Charlotte Danielson, 1991)

Transformational OBE: A philosophical approach to restructuring education that takes none of the features and components of the existing paradigm of schooling as given or as untouchable in carrying out a curriculum design. Curriculum content is no longer the grounding and defining element of outcomes. Instead, student learning is manifested through their ability to carry out performances roles in contexts that at least simulate life situations and challenges. (William Spady, 1991)

Transformational Philosophy: A foundational belief or set of beliefs that causes a change in form, shape, nature, function or the like.

Use-Validation: in the curriculum design model in which Oregon in developing on outcomes based curriculum, use-validation constitutes the third year in the curriculum development process for a specific instructional discipline. The use-validation year follows the year dedicated to developing student outcomes and aligned assessments. The purpose of the use-validation process is to field test the curriculum documents to identify weaknesses that need to be revised. Based on results of the use-validation year, the curriculum is revised prior to adoption and implementation of the curriculum.

Appendix A

OREGON SCHOOL DISTRICT

Long-range Strategic Planning Committees

created by Oregon School Board of Education
October, 1988

Demographics

Educational Trends

Facilities

Legislative Mandates

Societal Trends

DEMOGRAPHICS AD HOC COMMITTEE
April, 1989

MEMBERS

Chuck Crawford, Chair	parent
Muriel Stoneman	community
Paul Larson	parent
Al Gasner	community
Ken Hageman	community
June Schuett	OJH librarian
Russ Bavery	community
Royce Kreul	OHS teacher
Dick Lindberg	community

FINDINGS AND RECOMMENDATIONS

1. Based on current demographic information no additional facilities are needed in the Oregon School District for the next five to ten years.

2. The school district should monitor any development changes that may alter these projections.

3. The school district should monitor any changes in requirements for the use of facilities, programs, or other requirements that may alter present use of facilities.

4. The Oregon Board of Education should institute a policy to update enrollment projections every two years unless there would be a significant change that would required an annual review.

EDUCATIONAL TRENDS AD HOC COMMITTEE
April, 1989

MEMBERS

Gene Masshardt, Chair	parent
Linda MacIsaac	parent
Tom Mielke	OHS music teacher
Kathy Nieber	parent
Anne Staton	parent
Roger Wetzel	OHS counselor
Steve Zibell	OHS agriculture teacher

FINDINGS AND RECOMMENDATIONS

Technology Needs (page 6)

1. Well designed, long-range computer plan
2. Multiple uses for computers in district
3. Staff development for computer use
4. Continued use of video including distance learning
5. Information acquisition and retrieval
6. Monitor other technologies

Developmental Guidance Needs (page 7)

Implement a personal growth and development program K-12 to give the necessary structure and provide a deliver system to meet the needs of students with respect to:

1. AODA education
2. Personal safety
3. Education for Employment
4. At Risk
5. GT and EEN students
6. Parent education
7. Depression/suicide education and prevention

Instructional Delivery System (pages 8-9)

Review, develop and implement as appropriate the following trends:

1. less hierarchical, greater participatory management
2. more emphasis on mastery; less emphasis on covering materials
3. more task time availability for students through greater creativity in school calendar
4. greater partnership with post-secondary schools and with industry
5. more time and incentives for teachers to keep pace with changes, to plan and collaborate with peers
6. more collaborative learning
7. use of technology to support all phases of student learning
8. greater emphasis on adaptive learning skills through a holistic approach to teaching
9. examination of grade level configuration as it relates to the unique personal and educational needs of students, particularly ages 10-14.

FACILITIES AD HOC COMMITTEE
April, 1989

MEMBERS

Wayne Bisek	parent
Carol Gray	parent
James Quast	parent
Bill Jones	parent
Pat Stratton	OJH secretary
Tom Mueller	OHS teacher
Greg Wagner, Chair	parent

FINDINGS AND RECOMMENDATIONS

Safety Needs (pages 3-6)

1. Reconsider continuing full-time instructional use of the Red Brick
2. Expedite a joint decision with the Village of Oregon to create a safer environment at the Oregon Elementary cul de sac
3. Continue asbestos abatement programs
4. Consider modifying how student performances are organized or the locations of such presentations
5. Examine transportation safety and equity as it relates to riding time
6. Consider purchase of new wrestling mats to be permanently housed at more accessible locations or move practice facilities to alternate locations
7. Explore ways to best meet gym needs and lunch needs at Brooklyn Elementary and Oregon Middle School

Programmatic Needs (pages 7-8)

1. Consider new space because current school facilities are not appropriately sized or configured to appropriately meet the demands of increased program.
2. Consider alternative recommendations to providing 5th and 6th grade band and orchestra at Brooklyn due to safety risks, loss of instructional time, and increased transportation costs.
3. Consider the establishment of conveniently centrally located computer labs.
4. Consider alternative recommendations for providing for storage of musical instruments.
5. Reallocate space at Brooklyn to provide special education programs on site.
6. Reallocate space to create smaller sized rooms that can be use flexibly to address multiple uses districtwide.
7. Consider installing more walls at Oregon Middle School.

Growth Needs (pages 9-10)

1. Consider solutions to the fact that Oregon Elementary is overcrowded. This surge in student population at the K-3 level will cause further problems at the Middle School if current grade level configurations are maintained.
2. Consider solutions to Brooklyn Elementary's overcrowded situation.

LEGISLATIVE MANDATES AD HOC COMMITTEE
May, 1989

MEMBERS

Mary Boyd, Chair	K-12 district reading specialist
Mark Reise	parent
Deanna Ehmann	OHS teacher
Fran Bogus	OE librarian

COMMITTEE'S TASK

The committee reviewed every requirement for each of the twenty state mandated standards. It made a collective judgement about the level and quality of compliance. Rating compliance as exemplary meant that a key requirement of the mandate or several requirements were being met at a higher than minimum level. Rating compliance as in compliance or satisfactory meant that all requirements were being met at least at a minimum level. Rating compliance as not in compliance meant that one or more requirements of the mandate were not currently being met as defined in the mandate.

FINDINGS AND RECOMMENDATIONS

(See proceeding list.)

STANDARD	FINDING	RECOMMENDATIONS
a-Staff Certification	Compliance	
b-Staff Development	Compliance	
c-Remedial Reading	Compliance	
d-Kindergarten	Compliance	
e-Guidance and Counseling	Not in compliance	Written district K-12 plan needed
f-Days and Hours of Instruction	Compliance	
g-Emergency Nursing Services	Compliance	Annual review of emergency nursing services required
h-Library/Media Services	Exemplary	
i-Facilities	Exemplary	
j-Health	Compliance	Job description of health coordinator needs to be developed
-Physical Education	Compliance	
-Art	Compliance	
-Music	Compliance	
k-Curriculum Plans	Exemplary	
l-Regular Instruction	Compliance	Career Exploration in grades 5-8 needs to be documented
m-Education for Employment	Compliance	
n-Children at Risk	Compliance	Annual review of district plan needed
o-Performance Disclosure	Compliance	
p-High School Graduation Requirements	Compliance	
q-Personnel Evaluation	Compliance	All buildings need to evaluate all staff on three-year cycle

r-Third Grade Reading Test	Compliance
s-Achievement Tests	Exemplary
t-Gifted/Talented Programs	Compliance

SOCIETAL TRENDS AD HOC COMMITTEE
April, 1989

MEMBERS

Chuck Cell, Chair	community
Nell Maly	community
Doug Pettit	community
Jane Cowan	parent
Bob Ray	parent
Larry Svanda	OHS teacher
Cynthia Liddle	OHS teacher

FINDINGS AND RECOMMENDATIONS

1. *The Changing Family* (pages 4-5)

   a. The school should work to assist, support, expand, and facilitate family interaction and family activities.
   b. The school should work to encourage family time together and family interaction.
   c. Increased attention must be paid to the need to address the limitations and requirements involving one parent families.

2. *Sexuality and Teen Pregnancy* (pages 6-7)

   a. Sex education should begin at the youngest possible age.
   b. All students need to be involved in this educational effort.

3. *Before and After School Care and Latch-Key Children* (pages 9-11)

   a. An after school program paid for and sponsored in part by the school would be a substantial positive addition. With funding unlikely, the committee recommended:
      i. The school should encourage more scholarship money for children without adequate financial resources.
      ii. The school should consider providing more and better space for the program
   b. School people should be urged to be even more aware of children in need of after school activities and report this to the appropriate people.
   c. The school should assist the appropriate community group to bring FLIP/RSVP into Oregon.
   d. Additional attention needs to be paid to providing after school activities for older students.

4. *Teen Employment* (pages 11-12)

   a. Negative impacts of employment in excess of 12-15 hours per week must be stressed to students and parents.
   b. Educational programs and activities should be stressed which help students meet the demands in the world of work.
   c. Job shadowing should be encouraged.
   d. Thought ought to be given to making some limited volunteerism a condition of graduation or, at least, the completion of some type of vocational training program.

5. *Special Education Child* (pages 13-15)

a. The school system should continue to work with other agencies to improve support for families of children with severe handicaps.
b. Continue to offer staff development opportunities on current trends.
c. Offer need-based scholarships for children who need a structured preschool experience.
d. Staffing priorities should include an elementary counselor, social worker, and AODA coordinator.
e. Consider four year old preschool with strong home component for at risk children.
f. There should be an extended kindergarten for children at risk.
g. Continue to make staffing decisions which are sensitive to the needs of severely handicapped and medically fragile students.

6. *Alcohol and Other Drug Abuse* (pages 16-18)

a. The schools need to be more proactive.
b. A districtwide AODA coordinator position should be considered.
c. More staff time is needed to conduct support groups.
d. There needs to be more community and home involvement in the AODA program.

7. *Juvenile Delinquency, Abuse, and Neglect of Children* (pages 18-20)

a. A concerted, united community effort of all professionals is required.
b. Communication skills between students and home and community should be stressed.
c. There must be greater communication between school, police, and other community and county based agencies working on these problems.
d. Requests should be made of the juvenile's parents to sign releases allowing greater participation of the school in this process.
e. Encourage courts to communicate with the schools.

8. *Depression/Suicide* (pages 20-21)

a. Efforts must be continued to identify students experiencing depression.
b. No support groups at the higher grade levels.

9. *Staff Support* (page 22)

a. Encourage attendance at inservice programs.
b. An Employee Assistance Program should be developed.

10. *The Needs and Problems of the Elderly* (pages 22-24)

a. Continue to encourage the elderly population to participate in school activities.
b. Continue elderly volunteer programs.
c. Institute a RSVP/FLIP program.
d. Establish community education program.
e. Include basic education regarding aging in the curriculum.
f. Encourage high students to work with the elderly.
g. Mutually share inservice training between the school and nonprofit groups.

11. Lifelong Learning (pages 24-25)

a. Aggressively attack illiteracy among adults of all ages.
b. Offer classes that integrate adults and children as students to foster problem-solving among families.
c. Examine traditional ways of structuring the school day and year for alternatives such as offering classes in later afternoon.
d. Develop faculty who better understand principles of adult learning.
e. Adopt an aggressive approach to community education.

GRADE LEVEL CONFIGURATION/ IDEAL SCHOOL SIZE
January, 1991

MEMBERS

John Koehn	facilitator
Steve Staton, Chair	OJH principal
Jim Baxter	OJH music teacher
Jan Bonsett-Veal	K-12 special education director
Judy Chilson	K-12 reading specialist
Barb Stratton	support staff
Kathy Vaughn	4th grade teacher
Mary Weigand	5th grade teacher
Ken Wundrow	OJH math teacher

FINDINGS AND RECOMMENDATIONS

1. Grade level configuration must permit students to be housed together a minimum of three years in order to facilitate successful learning at all levels.

   e.g. PreK - 5, 6 - 8, 9 - 12 or PreK - 2, 3 - 5, 6 - 8, 9 - 12 or PreK - 4, 5 - 8, 9 - 12

2. The philosophy of education upon which instructional strategies are based should be consistent with the developmental stage of the students who are housed together.

3. Students in 6th, 7th and 8th grades belong together. Fifth grade may be considered a swing grade; however, once a decision has been made as to where to place 5th grade, that placement should remain the same over time.

4. Grade level configuration should be determined prior to deciding school size. School size should not dictate grade level configuration.

5. School size should be driven by student and programmatic needs.

6. Planning for building size should be proactive and not reactive.

7. The following ranges serve as a guideline for school size:

PreK - 4 or 5	Elementary	300-500
5 - 8 or 6 - 8	Middle School	350-700*
9 - 12	High School	700-1200

   *Two small buildings (preferred) or one large building (with two team of administration and support staff)

8. Building construction should permit flexibility to accommodate future program needs.

EDUCATIONAL FACILITIES PLANNING COMMITTEE
April, 1991

MEMBERS

Bill Jones, Chair	parent
Linda Barrows	superintendent
James Baxter	OJS music teacher
John Bertelson	parent
Tom Brown	parent
Lou Burmeister	parent
Steve Gullick	parent
John Mitchell	OHS science teacher
Carol Schwartzburg	parent
Muriel Stoneman	community
Richard Straub	parent
Pat Wilkening	1st grade teacher
Ralph Bergeland	Board of Education
Charles Teeter	Board of Education
Roger Price	resource
John Burian	resource

FINDINGS AND RECOMMENDATIONS

1. The building of a new six-eight facility.
2. Renovations of the current Oregon Elementary-Junior High complex and Middle School to create two Pre-Kindergarten-five facilities.
3. Renovations and additions to the Brooklyn facility.
4. Interior improvements to the Senior High School.
5. Discontinue the use of the Red Brick as a teaching facility.
6. Build an auditorium.

Appendix B

TO: OREGON SCHOOL DISTRICT STAFF

FROM: OREGON BOARD OF EDUCATION

DATE: FEBRUARY 25, 1991

RE.: THE OREGON SUCCESSFUL SCHOOL INITIATIVE (OSSI)

The Oregon Board of Education is required by State law (as are all Wisconsin Boards of Education) to provide the facilities and staff to educate all children living within the district's boundaries. The Oregon BOE aims to provide for all district students the best schooling possible within normal fiscal constraints. That goal is the one and only rationale for the OSSI.

The first step into OSSI was the SET program, conducted by the Oregon staff and attended by most of our staff. This was an excellent beginning toward improving the education of Oregon's students.

More recently, after considerable study of the research literature available on the subject, it appeared to the administration and those teachers who reviewed it, that Outcome Based Education (OBE) had much to recommend it. Those of the Oregon staff who studied it and/or tried OBE are supportive and believe it has improved - or could improve - their students' knowledge and performance, with the result that students feel more successful and more eager to study and learn.

There are, however, other teaching techniques that should be reviewed, pursued and adapted, or rejected, in an effort to find what is best for OREGON student learning and performance. Mastery learning, whole language, and more school-based decision-making are examples of school improvement techniques currently being discussed in the literature.

The question of whether or not the Oregon BOE is going to mandate OBE has been asked frequently of late. The answer for the immediate future is: no, unless the State mandates it. Barring State mandates, a local mandate is quite doubtful for the long range, too. The BOE anticipates Oregon's staff would want to employ any technique that would improve their students' performance, and the BOE has no intention of limiting options.

This can be a time of change; we need to work together to make it a time for continuing improvement. What can we do right now? The BOE is directing that a section in each school's IMC be provided with copies of research literature on successful schools and teaching. We encourage all staff review that material and to bring to the librarians' attention other pertinent literature, so that all may share information. The BOE is trying to serve as a catalyst; it is incumbent on the staff to provide the action on and reaction to the various initiatives.

MISSION STATEMENT

OREGON SCHOOL DISTRICT

The mission of the Oregon School District is to educate the student entire by helping students acquire the skills, knowledge, and attitudes needed to achieve their individual potential, to contribute to a changing society, and to be receptive to learning as a lifelong process. The mission will be accomplished by delivering a high quality program through the joint efforts of students, staff, parents, and community.

MISSION STATEMENT

OREGON ELEMENTARY

The mission of the Oregon Elementary School is to develop learning as a lifelong process through inspired educational experiences.

OREGON MIDDLE SCHOOL

The mission of the Oregon Middle School is to maximize individual potential in an ever-changing society through positive learning experiences.

BROOKLYN ELEMENTARY SCHOOL

The mission of the Brooklyn Elementary School is to provide opportunities and strategies for the "whole child" to reach maximum potential as a lifelong learner by a caring and dedicated staff.

OREGON JUNIOR HIGH SCHOOL

The mission of the Oregon Junior High School is to educate each student to the fullest of our ability.

OREGON SENIOR HIGH SCHOOL

The mission of the Oregon Senior High School is to work together for success while learning to live responsibly in a changing world.

BELIEF STATEMENTS, DEVELOPED IN 1990-1991

BY OREGON SCHOOL DISTRICT STAFF

1. CONCERNING STUDENT ACHIEVEMENT, WE BELIEVE . . .

   All students can achieve clearly defined outcomes by demonstrating a willingness to learn in a supportive environment, with sufficient time and opportunity.

2. CONCERNING SELF-CONCEPT, WE BELIEVE . . .

   Students and staff will develop a learning environment which fosters positive self-concept as evidenced by attitudes and behaviors.

3. CONCERNING THE TEACHING PROCESS/TECHNIQUES, WE BELIEVE . . .

   Conscious use of a variety of effective methods and techniques will facilitate student learning.

4. CONCERNING COOPERATION/COMPETITION, WE BELIEVE . . .

   All students need positive experiences in both cooperation and competition.

5. CONCERNING TEAM ACCOUNTABILITY, WE BELIEVE

   Parents, educators and students will establish, maintain and provide open communication and support for progress towards mastery of outcomes.

6. CONCERNING HOME/SCHOOL ENVIRONMENT, CLIMATE, OR RELATIONSHIP, WE BELIEVE . . .

   Successful learning is an ongoing partnership with joint support of common goals shared by home, school, and community.

7. CONCERNING CENTRAL OFFICE/BUILDING LEVEL OR ADMINISTRATIVE, BOARD OF EDUCATION, TEACHER RELATIONSHIPS, WE BELIEVE . . .

   A cooperative relationship achieved through professionalism, open communication, respect, trust, and support of day-to-day operations by the central office, building level administration, board of education, and staff will ensure our common goal of successful schools.

APPENDIX D

DRAFT

Current Draft - Oregon CCC

March 1991

Exit Outcomes

The student will demonstrate:

1. mastery at predetermined levels of outcomes in all subject areas.

2. an ability to gather, analyze, and evaluate various forms of information for decision-making, problem-solving, and critical thinking.

3. effective communication skills.

4. skills that indicate technological fluency.

5. skills which indicate respect and stewardship for self, others, and the environment.

6. interpersonal skills that enhance a multi-cultural, democratic society.

Long Range Plan Adjustment for Curriculum Revision
Oregon Curriculum Coordinating Council
March, 1992

Appendix E

Spring/Summer 1992

-Math Revisions
(May 12, & June 9-11)
-Science Assessments
(July 20-24)
-Health Assessments/6-12
(Aug. 3-7)
-PE Assessments
(Aug. 3-7)
-Ag Assessments
(Aug. 3-7)
-Staff development in identified knowledge bases

1992-93 School Year (Proposed)

-Math curriculum implementation (K-6)
-Use validation of Math (7-12)
-Use validation of Science & Health (7-12, optional K-6)
-Use validation of PE & Ag.
-Process orientation & outcomes development in Art, Music & Developmental Guidance
-Language Arts/IMC study group (Possible Bus. Education)
-Staff development in identified knowledge bases

Summer 1993 (Proposed)

-Science & Health curriculum revisions (7-12)
-Assessment development in Art, Music, & Developmental Guidance
-Start outcomes development in Language Arts and IMC (Possible Business Ed.)

1993-94 School Year (Proposed)

-Continue Language Arts, IMC, & Business Education curriculum revision
-Use validation of Art, Music, Developmental Guidance, & K-6 Science/Health curriculum
-Curriculum implementation in PE, Ag, 7-12 Science & Health
-Technology Education & Driver Education study groups
-Staff development in identified knowledge bases
-Math curriculum implementation (7-12)

1994-95 (Proposed)

-Language Arts/IMC continued
-Technology Education outcomes development
-Driver Education outcomes development
-Full implementation in Art, Music, and Developmental Guidance
-Study groups: Social Studies, Foreign Language, Family/Consumer Education
-Staff development in identified knowledge bases

1995-96 (Proposed)

-Outcomes Development: Social Studies, Foreign Language, Family/Consumer Education
-Use Validation: Language Arts/IMC, Technology Education, Driver Education
-Staff development in identified knowledge bases

1996-97 (Proposed)

-Full implementation: Language Arts/IMC, Technology Education, Driver Education
-Use Validation: Social Studies, Foreign Language, Family/Consumer Education
-Staff development in identified knowledge bases

1997-98 (Proposed)

-Full implementation: Social Studies, Foreign Language, Family/Consumer Education
-Staff Development in identified knowledge bases

IMPLEMENTATION

1) Knowledge of content
2) Knowledge of process