

The Chalkboard Project



Join us in making Oregon's public schools among the nation's best...

Citizen Feedback Guide



The Chalkboard Project

Citizen Feedback Guide

Introduction

Welcome. You and thousands of other Oregonians are part of an ambitious statewide effort to explore what it takes to make our schools among the nation's best. The Chalkboard Project is the result of an innovative partnership among five of the state's charitable Foundations that have come together with the shared goal of working with Oregonians to identify the state's educational priorities.

The goal is not for the Foundations to set these priorities, nor for policy-makers in Salem to set them, but rather for the citizens of Oregon to explore the issues and discuss some choices about what is most important to you in building a superior K-12 public education system in Oregon.

The public outreach you are participating in — whether it's roundtable discussions, regional meetings, neighborhood gatherings, or online — is part of an 18-month "discovery" period. During this information-gathering time, Chalkboard has worked with some of the top educational, economic and public opinion researchers throughout the state to establish a base of knowledge.

Additionally, we've talked with numerous stakeholders — including union and business leaders, educators and public officials. We've held over 30 focus groups with citizens throughout Oregon — Teachers, principals, parents, current students and recent graduates, superintendents, school board members and those with children receiving special education services — all have generously shared their experiences with our project.

We're set to start answering some basic questions, like:

- What works in public education both here in Oregon and around the country?
- What aspects of our educational system do Oregonians believe are important?
- What does accountability in K-12 public education mean to you?

We will explore the issues that concern the future of our public schools.

We'll share some findings and ask you to guide the conversation so that together we can inform decision-makers and elected officials about your suggestions for our education system.

We hope to create a legion of supporters who will stand up for our educational future. With your help, this process offers our leaders a backbone of courage or a cushion of comfort with which to make the important decisions that will create Oregon's educational future.

Thank you.

How to use this guide...

How to use this Guide and Feedback Forms:

Each Topic Area begins with a Challenge Question, followed by the issue and background information. It is important to read this information first. After you've reviewed and discussed a topic area, it is essential that each participant fill out the corresponding Feedback Form, which you will find in the Feedback Booklet. A volunteer will collect the Feedback Booklets for input into a secure data system. The information you provide on the Feedback Forms will remain anonymous.

If you are participating at an event with a Discussion Leader, these choices will be described in greater detail and then you will be asked to discuss them together. We will start by asking what issues you care about most, and then ask you to honestly discuss them with your neighbors, colleagues, friends and family.

You may come up with other approaches — we've simply provided some starting points for a lively conversation.

There are no right or wrong answers. We all contribute unique ideas and “season the stew.” We ask each of you to share your thoughts and listen to the ideas of differing viewpoints.

You will discover that these discussion forums do not include major areas dominating recent public attention such as vouchers or a sales tax proposal. We do this not because these are not important. Rather, our focus for now is on what brings people together to create solutions that will propel our schools towards excellence. We want to do this by exploring the qualities that people believe make a superior public education system.

That doesn't mean these areas won't be discussed in the future. In fact, at the end of this document we will ask you to review and rank those that, in your opinion, would have the greatest impact on Oregon's public schools.

The material presented in this guide comes from a series of research reports commissioned by the Chalkboard Project and conducted by ECONorthwest, and public opinion polling conducted by Davis, Hibbitts, Midghall, both Oregon-based firms. Readers can find further information about these reports in the “learn more” section of our website: www.chalkboardproject.org.

Framework for Discussion

This framework is designed to help open a dialogue. Our purpose is to encourage you and your neighbors to talk through issues on what’s working — and what’s not — in K-12 public education, and to begin to build common ground on what citizens around Oregon want for our children in a superior public education system.

To help us get there, this discussion guide will ask you to consider and openly discuss five Topic Areas that have been identified through extensive research as top barriers to raising the bar for Oregon’s public schools. They are:

- **Parental Involvement.** What is an appropriate level of involvement for parents or influential adults in supporting their students’ education?
- **Funding Stability.** How can we create predictable and stable funding options for our schools?
- **Quality Educators.** How can we have the most successful teachers and principals in our schools?
- **Good Readers.** What do we need to do to ensure all children learn to read?
- **Budget Accountability.** How can we use the budget process to display an accurate cost picture, demonstrate accountability and earn public confidence?

We have also included a number of Additional Topic Areas for you to consider.

Table of Contents:

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- **The five Topic Areas:**
Includes informational areas, open-ended discussion items and specific approaches.
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 - **Quality Educators Pages 13-15**
 - **Good Readers Pages 16-18**
 - **Budget Accountability Pages 19-27**
- **Additional Topic Areas Pages 28-30**

Oregon's Challenge:

How can we encourage parents to more actively support their children's education?

The Issue

When parents and teachers form true partnerships in support of their students, they directly contribute to their children's classroom success. A strong teacher-parent bond is more than a "hello" when the child is dropped off and goes beyond attendance at school conferences and meetings. It means working together to develop plans and systems with the common goal of helping students learn and achieve.

Background

Educational research tells us that students perform better when their parents are involved in their schools and communities. The Chalkboard Project's statewide poll shows that over 80% of Oregonians agree strongly that active parental support for teaching and learning in the home is essential to a child's success in school.

More than 75% of Oregonians identified the following three goals as high or urgent priorities to help insure a quality education:

1. Help parents to be direct partners in their child's education.
2. Create effective leadership teams of principals, teachers, and parents in schools and classrooms.
3. Help parents get involved as leaders in their schools.

* We recognize that many children live with or are deeply influenced by adults other than their parents. However, for purposes of this guide, we use the term "parent" to encompass all of these adults.

Parental Involvement — A proposed approach...

Approach:

Create Individual Development Plans (IDP)

Parents work with teachers and other education professionals to create an annual IDP to help their students succeed in school.

In support:

- Each student has unique needs, challenges and skills.
- This approach would build upon schools' experience in developing specialized plans for students identified with special needs, known as Individualized Education Plans (IEP) to include all students.
- The appropriate time to create an individualized plan would be at the elementary level.
- Parents share in the responsibility to help their children succeed in school.
- Students will receive teaching based on their particular skills and needs.

In opposition:

- This approach requires new planning, communication, and training for teachers and parents to understand how the new system will work.
- The time involved from both parents and educators would be significant.
- School resources are limited. It is unrealistic to expect teachers to help develop individual plans for each of their students and still give full attention to their other classroom responsibilities.
- Many parents find it difficult to maintain this level of involvement throughout the middle and high school years, and would rather leave this responsibility to education professionals.

How an IDP works

The Individual Development Plan (IDP) creates an opportunity for teachers, parents, school administrators, students and other educational professionals to work together to improve educational results for every child. These individuals come together to look closely at the child's needs and pool their knowledge, experience and commitment to design an educational program that will help the student achieve state standards and personal goals.

The IDP includes:

- An analysis of current performance including classroom tests and assignments, standardized tests, and observations.
- A statement of goals for the current year broken down into objectives or benchmarks.
- A statement of responsibility for the teacher, parent, school administration and the student in achieving the stated goals.

All IDPs will be documented and agreed upon by all parties.

The progress of the IDP will be the topic of at least two meetings annually with the student's educational team — teachers, parents, student, school administrators, and other educational professionals — after the IDP is in place.

The assessment of progress on the current IDP will be included in the IDP for the coming year. Simply stated, it will follow the student from grade to grade (perhaps electronically) or from school to school.

Parental Involvement — Open-ended discussion topics...

Outlined below are some of the issues that apply to this challenge question. We have provided them as conversation starters to stimulate the discussion.

As you think about these issues, keep in mind some of the following:

- Time — conflicting work-hours or multiple jobs
- Educational level
- Cultural and language barriers
- Access to communication tools such as computers
- Cost-effectiveness

Create systems and incentives for which parents are expected to play a role in helping their children succeed. These could include:

- a. Statewide report cards comparing the level of parental attendance at school conferences.
- b. Tax credits for families who can demonstrate a minimum level of involvement in their children's education. For low-income families that receive some form of state aid, this approach could make that aid dependent on parents' participation in their children's schools.
- c. Execution of a signed covenant each year between the educators and parents detailing the expectations for the support available to the student.
- d. Parents limit TV and video game time until homework is completed.
- e. Parent education classes providing basic tools to help parents understand and navigate the school-home connection.
- f. School environments where teachers, parents, and school staff are encouraged to communicate with each other to promote an enhanced teaching and learning climate. Parents and their children's teachers should expect to communicate on a regular basis.

Other methods to hold parents accountable for supporting the teaching of their children...?

We are seeking bold and effective ideas — Please help us by recording your thoughts in the Feedback Form.

NOW: Please record your comments on the Feedback Form, located on pages 4 & 5 in the Feedback Booklet.

Topic Area: Funding Stability

Oregon's Challenge:

How do we ensure a source of stable funding for schools and allow local school districts to raise additional revenue for education?

The Issue

No feature of the Oregon K-12 education system has captured more interest in recent years than funding issues. In the Chalkboard Project's statewide poll, 82 percent of the respondents said the lack of stable and adequate funding was a big or very big obstacle to successful schools. The poll also showed that 59 percent of Oregonians believe it is an urgent or high priority to strengthen local control over schools.

Research shows that school districts operate best when they can predict how much money they will have to operate. In order to plan for current and future needs, administrators and school boards need to know what their budgets will be. Chalkboard polling shows that Oregonians think school districts should be able to request additional funds from local taxpayers.

Background

In 1990, Oregon voters passed Ballot Measure 5, which established state constitutional limits on Oregon's property taxes on real estate. Property taxes dedicated for funding schools were capped at \$15.00 per \$1,000 of assessed value, and gradually lowered to \$5.00.

In addition, the measure transferred the responsibility for school funding from local government, to the state. The Oregon Educational Act for the 21st Century (1991) and recent federal legislation, the No Child Left Behind Act, gave the state and federal government further control over the educational process.

Did you know...?

Oregon law requires the State of Oregon and every school district to have a balanced budget.

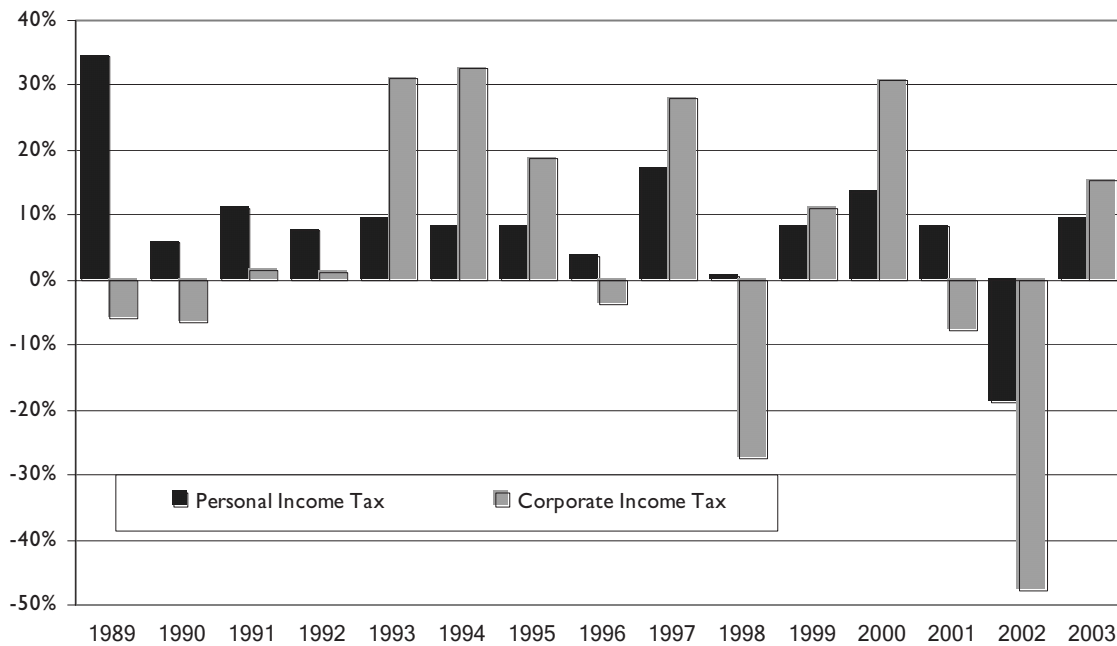
Funding Stability...

The results of these measures on local school districts have varied. Some rural areas benefited from equalized state support, while urban areas with larger tax bases saw their share of educational funding shrink.

During the recent economic recession, state budget shortfalls led to a climate of unpredictable school budgets, and some districts were forced to cut days from their instructional calendars. Measure 5 restrictions prohibited districts from asking local voters to make up these shortfalls in their own schools.

**Oregon relies on Income Tax for the bulk of its funds.
Because Income Tax revenue can be very volatile, Oregon's budget is
extremely unstable.
The chart below illustrates this effect over the last several years.**

**Personal and Corporate Income Tax Revenue:
Percentage Change From Prior Fiscal Year**



Source: Oregon Legislative Revenue Office

Approach #1:

Establish a guaranteed annual reserve in the state's general fund

We have become all too familiar with the volatile nature of the state's budget. Depending on economic conditions in any given year, the state might or might not collect enough income to cover the budgeted amount for public schools and other tax-dependent services. This approach looks at finding ways to prevent those budget gaps from occurring.

In support:

- In order to withstand the volatility of the state's reliance on income tax collections, the state needs to put money away to be used for schools when collections are low.
- The guaranteed reserve for the state means that there will always be money available for unanticipated revenue shortfalls.
- If we continue to rely on the income tax, we must fill any gaps with new revenue sources to provide stability. A guaranteed annual reserve in the general fund is the most feasible way to fill gaps without raising taxes.

In opposition:

- A guaranteed annual reserve will be costly during the set-up years.
- The funding of any reserve fund would require the state to forego services or raise taxes. And, once the fund is used, it will have to be refilled, causing the same impact on the state's services.
- A proposal like this should be undertaken when the state has excess revenue.
- There is no guarantee it will be used for K-12 education.

Approach #2:

Local Control

Establish a statewide funding mechanism that allows school districts to ask voters to supplement the amount of education resources the district receives from the state. In the 1990s, Oregon voters approved ballot measures that shifted responsibility for school funding from local school districts to the state. Let's explore an approach to give localities more control.

In support:

- This approach will ease restrictions created by Measure 5 and enable school districts and local voters to customize their own funding priorities for schools.
- While a base of statewide funding equity will remain, localities can supplement this base in order to meet their budget requirements.
- This approach will allow districts to make up any shortfall in revenue when state tax revenues fall below expected levels.

In opposition:

- Many believe current state funding levels are adequate to meet districts' needs.
- This approach will revive the pre-Measure 5 days when larger districts had a funding advantage over smaller districts that led to inequity in the level of funding around the state.

NOW: Please record your comments on the Feedback Form, located on page 6 in the Feedback Booklet.

Topic Area: **Quality Educators**

Oregon's Challenge:

How can we attract, train, mentor, and retain quality teachers and principals, and remove those who are not?

The issue

The adults working in Oregon's classrooms and providing leadership to the state's schools must be the highest quality educators. These professionals need:

- High quality training before entering the classroom.
- Attractive and appropriate incentives to enter and remain in the profession.
- Ongoing training and mentoring opportunities.

We need to support teachers and principals in their professional development and provide clear expectations for their performance and evaluation. Those not "making the grade" need support to improve or, if necessary, removed from their positions. Principals need to be education leaders not building-managers, and must be trained and supported in their role.

Background

Teachers have perhaps the single largest impact on a student in terms of producing educational results. The Chalkboard Project's statewide poll found that 75 percent of Oregonians place an urgent or high priority on improving teacher quality. Six out of ten Oregonians polled say that it is important to create peer-mentoring programs for new teachers. Additionally, a substantial 86 percent of Oregonians agree that attracting and retaining highly qualified teachers is the key to accelerated teaching and learning, and more than 70 percent feel that not attracting and retaining highly qualified teachers is a big or very big obstacle to the success of Oregon's schools.

Did you know...?

One-third of teachers in Oregon entering the profession choose to leave within the first three years.

Source: O-QAT Project, Mark Ankeny, Researcher

Quality Educators...

Teachers stand greater chances of success when they receive support from their principals. Oregonians agree that all schools should have effective principals; 71 percent place a high or urgent priority on this goal, and 61 percent say training the next generation of principals is a high or urgent priority. More than half (55 percent) feel that principals not having authority to hire or fire teachers and staff is a big or very big barrier to school success.

Additional information from the poll indicates that 56 percent strongly agree that teacher salary increases should be based on performance, not seniority, and nearly half (48 percent) agree that teachers and parents should be able to select their own building principals.

When teachers and principals work together and receive the support of parents, schools can be more effective. Let's look at a number of approaches that impact quality educators:

1. Improving the training of teachers entering the profession.
2. Developing systems to train and mentor new teachers and principals.
3. Creating incentive plans to attract and retain teachers and principals.

Did you know...?

Oregon's teachers' jobs are no longer protected by a tenure law.
Currently, teachers are hired and renewed in 3-year contracts.

Oregon's Challenge:

How can we guarantee each child will read at grade level by the third grade?

The Issue

Children need to know how to read in order to succeed in school. Up to third grade, children learn to read; after that they read to learn. Children who do not learn to read by the end of the third grade tend to have a much more difficult time in school. This group of children has higher rates of school dropouts, poverty and incarceration. By investing in quality models that ensure all third graders learn to read, we are investing in our children's future success.

Did you know...?

“When students are below grade level in reading at the end of grade one, the statistical probability that they will be poor readers in the fourth grade is 88 percent.

When students are at grade level at the end of grade one, the probability they will be at grade level as fourth graders is 87 percent”

Source: R.H. Felton, & P.P. Pepper,
1995 Psychology Review

Background

Study after study stresses the crucial importance of basic literacy. In Oregon, the state has set a goal that 95 percent of third graders will be reading at grade level by 2010; currently 88 percent meet that goal. The Chalkboard Project's statewide poll supports the emphasis on educational basics like reading. Ninety-three percent of those polled place a high or urgent priority on supporting reading, math and writing in Oregon's schools.

Oregon achievement scores on reading are average when compared to other states. In the most important 4th grade reading assessment (2003) students in 19 states could claim higher average scores than Oregon students. There are many approaches that have shown success in helping all children learn to read. We will explore two of them:

1. Increasing individual time between teacher and student.
2. Providing one-on-one assistance for students in need.

Approach #1:

Minimize class sizes in all kindergarten and first grade classes.

In support:

- Lowering class sizes makes a difference in the early grades.
- As students are learning basic reading skills, they benefit greatly from receiving individual attention from their teachers.
- Research suggests that kindergarten and first grade students in small classes score higher on achievement tests than students in regular classes.

In opposition:

- Lowering class sizes in the early grades results in higher class sizes in the balance of the K-12 system.
- This adjustment may result in cuts in other areas or an increased cost to taxpayers to pay for additional resources.
- The lowering of class sizes in selected early grades leaves students in the higher grades fewer resources to address their achievement needs.

Approach #2:

One-on-one tutoring: Conduct annual reading assessments beginning in kindergarten, and provide one-on-one tutoring for all K-3 students who fall below grade level in reading.

In support:

- One-on-one tutoring programs can produce big results for children who are struggling to read.
- Studies have shown that well-trained non-professional tutors can have a positive effect on learning outcomes.
- A successful tutoring program develops an educational infrastructure that: (1) trains tutors; (2) provides assessment-based instruction; (3) guarantees structured reading programs; and (4) includes an on-site coordinator to monitor and provide alignment with classroom instruction.

In opposition:

- Tutoring programs are labor-intensive.
- It may be difficult to succeed without extensive tutor training, formal time commitments, and coordination with classroom instruction.
- The resources needed may be better allocated to lower class sizes or dedicated parent intervention in their child's reading development.
- The new assessment tools necessary to measure the student's readiness at kindergarten entry and each year through third grade will take time and money away from actual instruction.

NOW: Please record your comments on the Feedback Form, located on pages 9 & 10 in the Feedback Booklet.

Topic Area: Budget Accountability

Oregon's Challenge:

How can we use the budget process to display an accurate cost picture, demonstrate accountability and earn public confidence?

The issue

The Chalkboard Project's statewide public opinion research indicates that Oregonians are not clear about how and where their public school dollars are being spent.

Most citizens get their information about the school budget from the newspaper, TV reports and radio talk shows. Few get to see the actual budget. Public misperceptions, often based on inconsistent information, contribute to this misunderstanding.

The taxpayers, parents and policy-makers' confidence in the education system depends on credible and understandable school budget information.

All of the information contained in this section is readily available and required to be reported annually to the Oregon Department of Education (ODE) by every school district in Oregon.

Chalkboard has chosen to use figures provided to the ODE by each school district, and figures provided by the Department to the National Center for Educational Statistics (NCES).

Education finance experts have long recognized the need to provide policymakers with more detailed K-12 budget information. Without this information it is impossible to describe the magnitude of new spending or identify the service areas that are receiving increased or decreased funds.

We want to present to you an open, honest and, we hope, easily understood look at the numbers.

- Chalkboard has studied school district budgets with the assistance of independent economists to learn how money has been spent per student.
- All data are statewide averages and include spending per student from state, local, federal, charges and miscellaneous sources. We will be using the 2002-03 school year for Figures 1-4, and the 2001-02 school year for Figures 5 and 6.

Budget Accountability...

The Problem:

If you wanted to see how your local school spent its budget, you could. All the information is available, but it is difficult to read and hard to interpret.

Sample:	Portion of Actual 2001-02 Budget for an Oregon School District	
	TOTAL	<u>536,828,047</u>
	Fund 100 - General Fund	
	100 - Salaries	
	111 - Licensed Salaries	154,394,969
	112 - Classified Salaries	38,177,732
	113 - Administrators	23,169,500
	121 - Substitutes – Licensed	253,512
	122 - Substitute - Classified	152,773
	123 - Temporary – Licensed	256,920
	124 - Temporary - Classified	691,139
	130 - Additional Salary	4,321,499
	Major Object Total:	221,418,045
	200 - Associated Payroll Costs	
	210 - Public Employees Retirement System	27,378,879
	220 - Social Security Administration	16,863,170
	230 - Other Required Payroll Costs	2,545,951
	240 - Contractual Employee Benefits	44,557,572
	Major Object Total:	91,345,571
	300 - Purchased Services	
	310 - Instructional; Professional; and Technical Services	1,030,300
	320 - Property Services	9,833,215
	330 - Student Transportation Services	11,992,249
	340 - Travel	403,871
	350 - Communication	1,337,631
	360 - Charter school payments	589,081
	370 - Tuition	9,502,966
	380 - Non-instructional Professional and Technical Services	3,958,923
	Major Object Total:	38,648,235
	400 - Supplies and Materials	
	410 - Consumable Supplies and Materials	1,911,181
	420 - Textbooks	906,369
	430 - Library Books	213,625
	440 - Periodicals	105,927
	460 - Non-consumable Supplies	127,323
	470 - Computer Software	108,923
	Major Object Total:	3,373,347
	500 - Capital Outlay	
	540 - Depreciable equipment	117,023
	550 - Technology	144,649
	590 - Other Capital Outlay	32,406
	Major Object Total:	294,078
	600 - Other Objects	
	610 - Redemption of Principal	481,356
	620 - Interest	2,241,701
	640 - Dues and Fees	767,898
	650 - Insurance and Judgments	496,688
	670 - Taxes and Licenses	12,762
	Major Object Total:	4,000,405
	700 - Transfers	
	710 - Fund Modifications	6,973,589
	Major Object Total:	6,973,589
	Fund Total:	<u>366,053,270</u>
	Fund 200 - Special Revenue Funds	
	100 - Salaries	
	111 - Licensed Salaries	20,350,733
	112 - Classified Salaries	11,094,755
	113 - Administrators	2,561,875
	114 - Managerial - Classified	578,179
	121 - Substitutes – Licensed	345,380
	122 - Substitute - Classified	44,755
Source: Pulled from a school district's report to ODE via www.ode.state.or.us/sfda/reports.aspx		

On page 27 you will find a glossary of terms.

Budget Accountability...

Key Finding #1:

Actual spending per student varies considerably based on the type of student. Each school district serves a different mix of these students. This figure shows the number of students by type, the per-student spending on each type, and the total expenditures by type.

Figure 1:

Program Type	Number of Students	Per-Student Spending	Total Expenditures
Regular Education			
Elementary	241,344	\$ 7,123	\$ 1,719,002,353
Middle School	131,443	\$ 6,853	\$ 900,815,162
High School	166,162	\$ 7,561	\$ 1,256,401,844
Regular Education Subtotal	538,949	\$ 7,192	\$ 3,876,219,359
Supplements to Regular Education			
<i>Students in supplemental programs are already included in regular education population, above. Students may receive none, one, or more of the following supplemental services. Per-student spending is in addition to regular education spending.</i>			
Special Ed in Regular Classrooms	63,010	\$ 5,737	\$ 361,489,114
English as a Second Language (ESL)	49,580	\$ 1,440	\$ 71,391,954
Title I, At-Risk	211,501	\$ 682	\$ 144,290,996
Talented and Gifted (TAG)	42,376	\$ 185	\$ 7,823,604
Supplemental Programs Subtotal			\$ 584,995,668
Programs Outside Regular Education			
<i>Neither students nor spending in these programs are included in regular education or supplements, above.</i>			
Special Ed in Separate Classrooms	8,862	\$ 21,670	\$ 192,041,562
Alternative Schools	7,363	\$ 7,276	\$ 53,573,290
Early Intervention	7,158	\$ 7,407	\$ 53,016,415
Pre-Kindergarten	10,026	\$ 7,971	\$ 79,914,320
Programs Outside Regular Education Subtotal	33,409	\$ 11,331	\$ 378,545,587
GRAND TOTAL	572,358	\$ 8,456	\$ 4,839,760,614

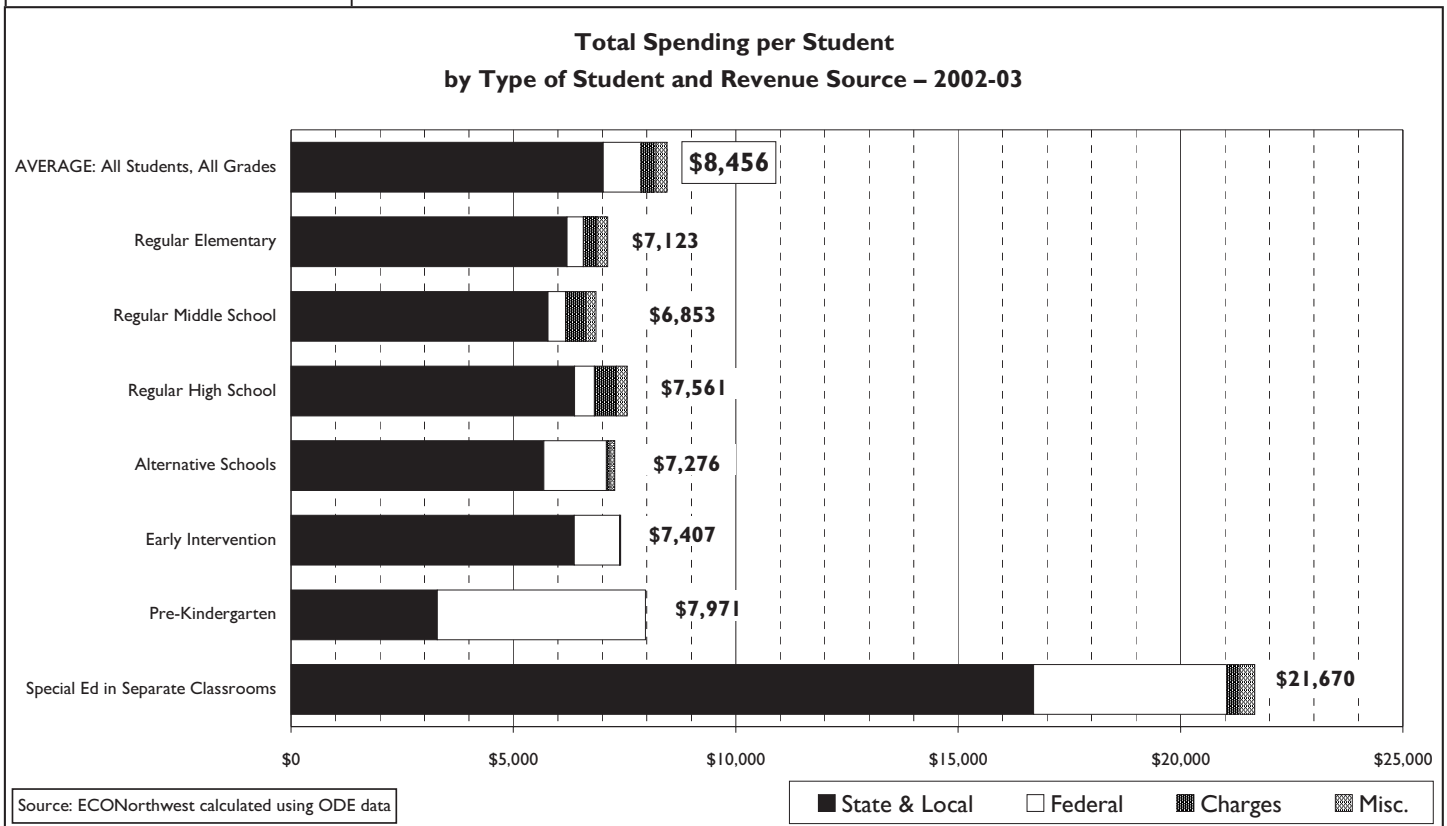
Source: ECONorthwest calculated using ODE data

Budget Accountability...

Key Finding #2:

The spending per-student is different for all types of students. In addition, the revenue sources supporting the per-student spending are different for each student type. This figure (#2) shows the spending and revenue sources for regular students and students involved in special programs.

Figure #2:



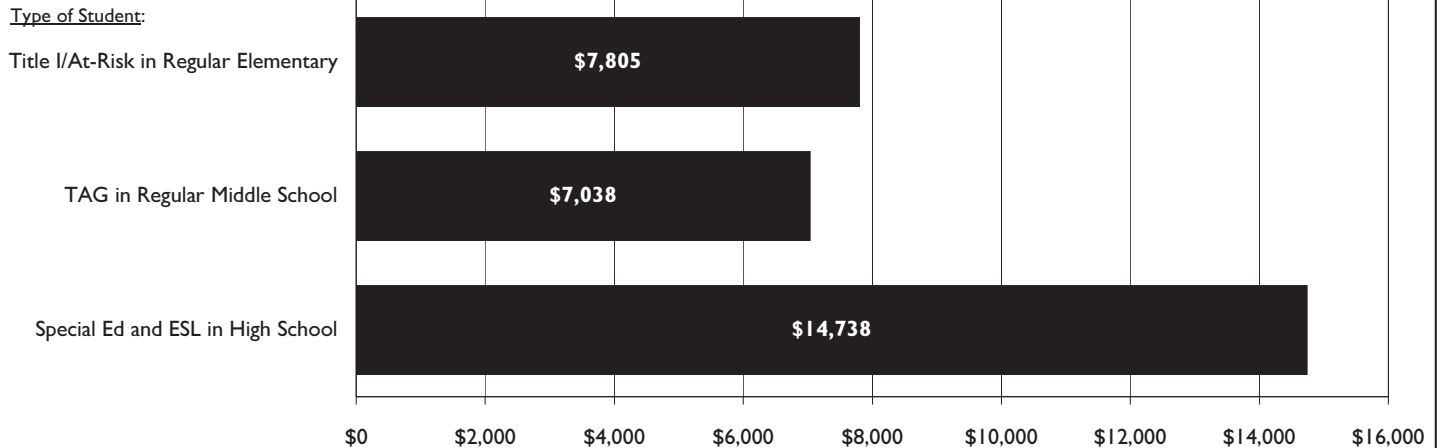
Key Finding #3:

The actual spending on any one student may be a combination of Regular and Supplemental Programs. This following figure (#3) shows three examples: 1) a regular elementary student who is involved in Title I/At-Risk Programs; 2) a regular middle school student who is involved in the Talented And Gifted (TAG) Program; and 3) a high school student who is involved in English as a Second Language (ESL) Program *and* receives Special Education instruction at least one-half time in the regular classroom.

Budget Accountability...

Figure #3:

Examples of Spending for Regular Education Students in Supplemental Programs – 2002-03

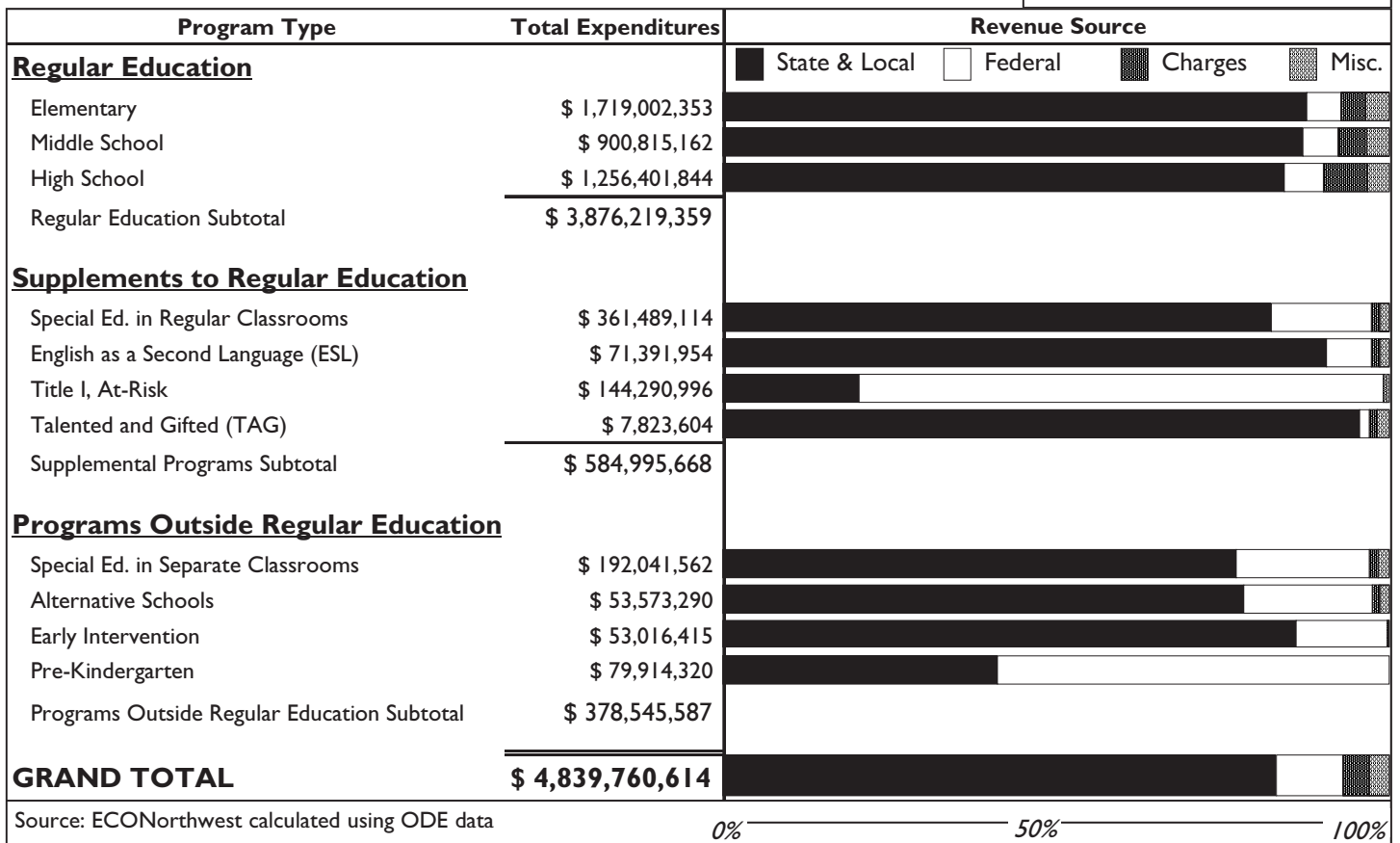


Source: ECONorthwest calculated using ODE data

Key Finding #4:

The revenue sources to support the per-student spending vary based on the type of student. This figure (#4) shows the revenue sources broken down by: 1) State & Local; 2) Federal; 3) Charges and Student fees; and 4) Other sources.

Figure #4:



Source: ECONorthwest calculated using ODE data

0% 50% 100%

Budget Accountability...

One of the advantages of open and accountable budgeting is that we can detail Oregon's expenditures per-student in a number of categories. The following data come from the National Center for Education Statistics (NCES), which allow comparisons of key spending categories to national averages.

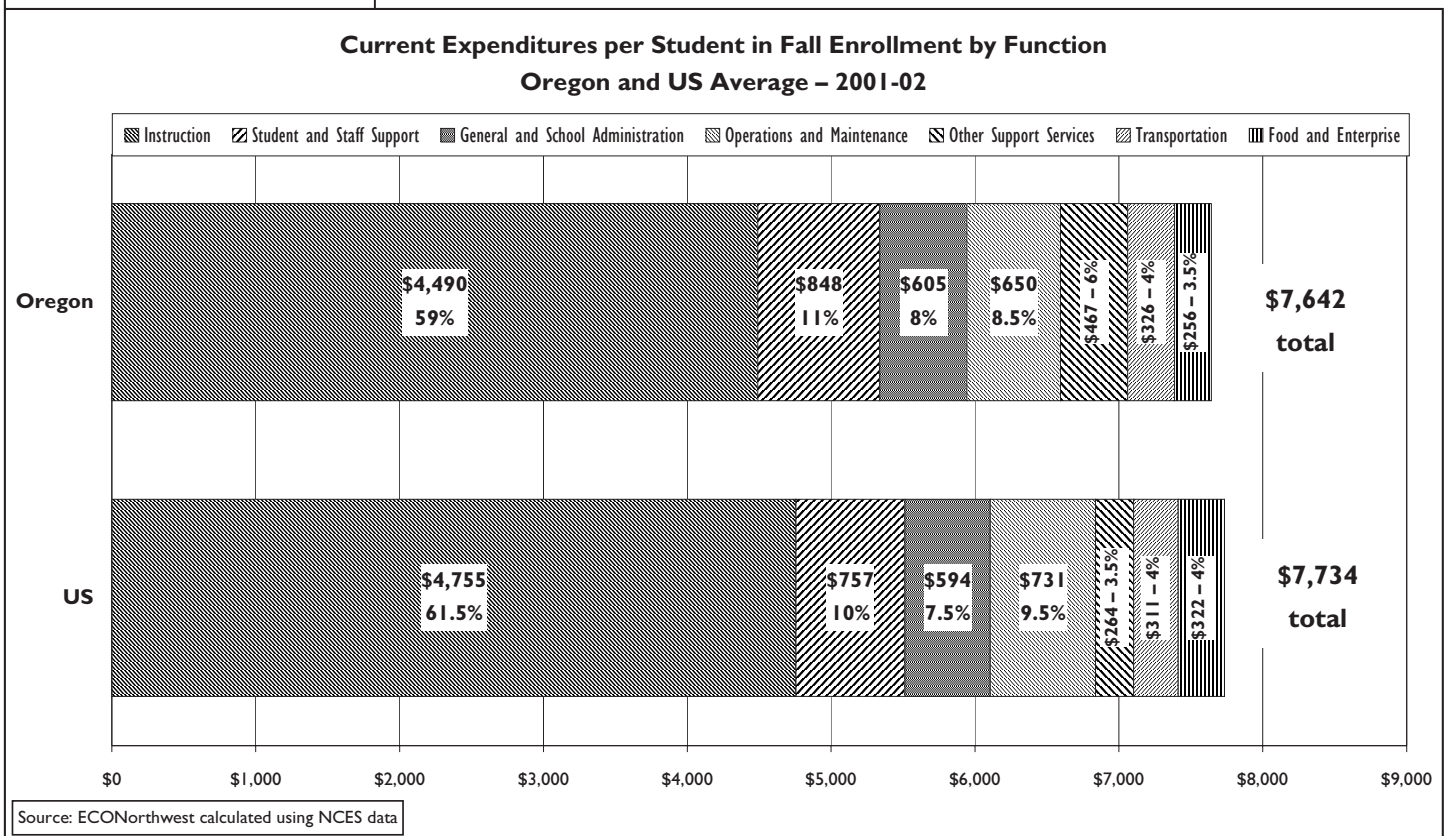
However, there are two important differences between the following data in Figures 5 and 6 and that presented up to this point:

1. **Different year:** The following data is for the school year 2001-02, while prior figures presented were based on the Oregon 2002-03 school year.
2. **Capital expenditures and Pre-kindergarten** are not included in NCES data. The data presented up to this point included these categories.

Key Finding #5:

Oregon's expenditures can be compared to national average expenditures. This figure (#5) shows the comparison in the following categories: 1) Instruction; 2) Student and Staff support; 3) General and School-level Administration; 4) Operations and Maintenance; 5) Other Support Services; 6) Transportation; and 7) Food and other operations financed by user charges, using the latest available data from 2001-02.

Figure #5:

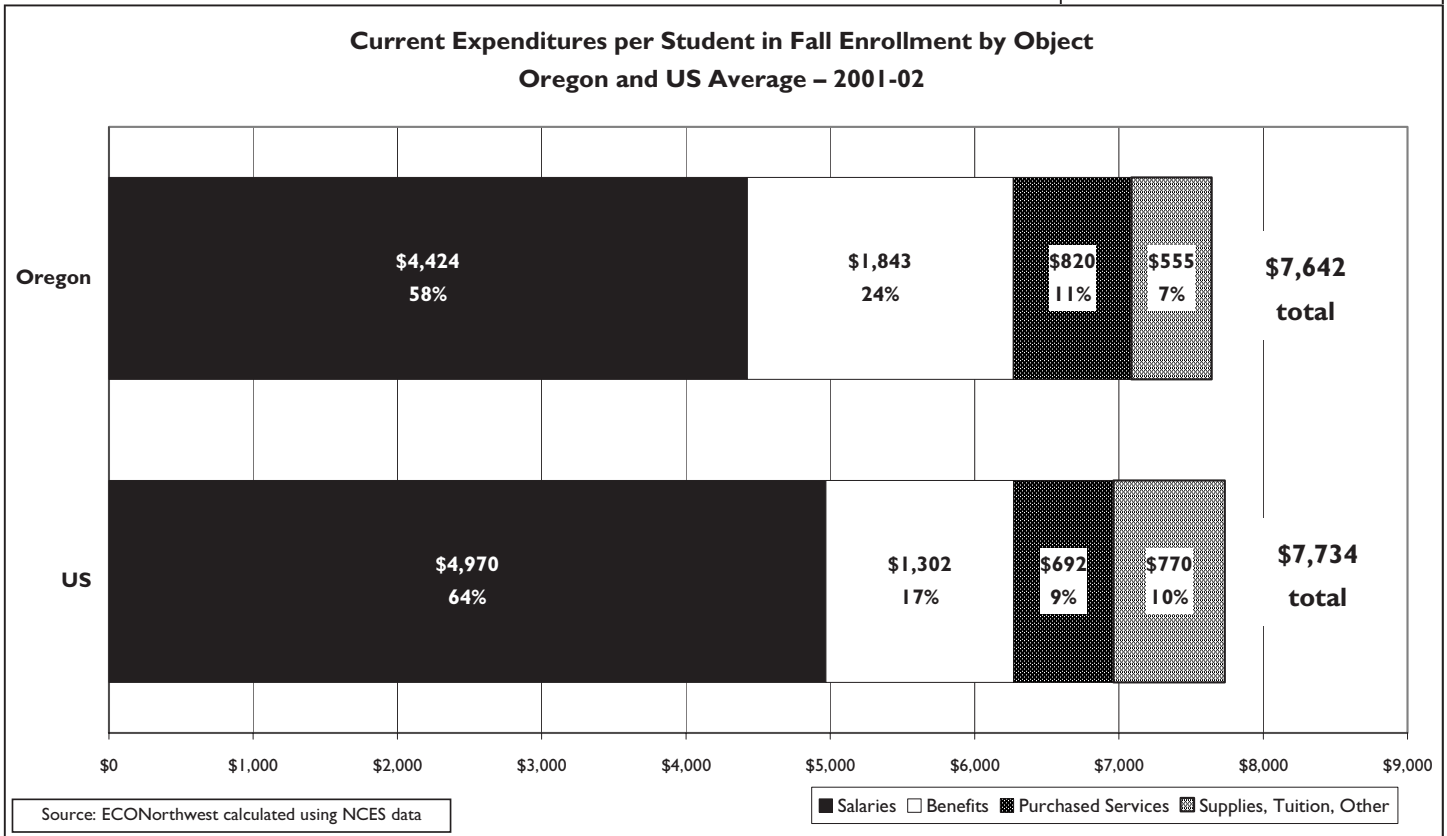


Budget Accountability...

Key Finding #6:

Oregon's expenditures per student can also be compared to national average expenditures for: 1) All Salaries; 2) Employee Benefits; 3) Purchased Services; and 4) All other costs, including supplies. This figure (#6) shows the Oregon expenditures as compared to the national average using the latest available data from 2001-02.

Figure #6:



NOTE: "Oregon's public K-12 system relies on fewer staff than most states."
Source: ECONorthwest, *The Conditions of K-12 Education in Oregon*, prepared for Foundations for a Better Oregon, May, 2004

Budget Accountability...

Personnel costs make up over 80 percent of the cost of doing business in Oregon's public schools. We recognize that rising fixed costs for retirement and health benefits for all public school employees are producing pressures within the expenditure system. These areas need to be looked at separately and addressed.

The Chalkboard Project's polling data indicate that 52 percent of Oregonians believe that our schools do not have enough money, while 40 percent believe schools have enough money but it is not being spent efficiently.

If open and accountable budgeting information, such as we presented here, were available to the public, perhaps the information would have provided the basis for the public's understanding of how public school dollars are being spent.

Budget Accountability...

Budget Glossary

For terms found in Figures 1-4:

Alternative Schools includes Charter schools, public and private alternative schools.

Early Intervention includes special and developmental education for children aged 0-5.

English as a Second Language (ESL) includes instructional programs designed to improve English skills of students who do not speak English as their native language.

Special Education in Regular Classrooms includes students receiving special education services who spend more than one-half time in regular classrooms.

Special Education in Separate Classrooms includes intensive learning centers, community transition centers and developmental kindergarten.

Talented And Gifted (TAG) includes programs to serve intellectually gifted and academically talented students.

Title I/At-Risk includes financial assistance to public schools with high numbers or percentages of poor children and children at risk of dropping out of school to help ensure that all children meet student academic achievement standards.

For terms found in Figure 5:

Food and Enterprise Operations includes spending on food services and other operations financed by user charges.

General and School Administration includes spending on the board of education, superintendent and superintendent's staff and school-based principals, assistant principals and department chairpersons.

Instruction includes spending on all regular and part-time teachers, teacher aides and substitute teachers.

Operations and Maintenance includes spending on the staff responsible for heating, lighting, repair of the physical plant and the care and upkeep of the grounds and equipment.

Other Support Services includes spending on the business office staff and payroll, accounting, internal auditing, purchasing, warehousing, planning, evaluation and data processing.

Student and Instructional Staff Support includes spending on attendance, social work, guidance, health, and speech and hearing services for students and supervisors of instruction, curriculum coordinators, library staff and staff involved in the development of computer-assisted instruction.

Transportation includes spending on student transportation staff, monitoring of students, and vehicle maintenance.

For terms found in Figure 6:

Benefits includes spending on groups insurance, social security, retirement contributions, unemployment compensation and workers' compensation.

Purchased Services includes spending on computer-assisted instruction, as well as services of medical doctors, social workers, psychologists, psychiatrists, and other consultants.

Salaries includes gross salaries for employees, including teachers, administrators and support staff.

Supplies, Tuition and Other includes spending on teaching supplies and books, tuition payments to other public and private schools, and other goods and services not captured in the other categories.

NOW: Please record your comments on the Feedback Form, located on pages 11 & 12 in the Feedback Booklet.

Additional Topic Areas

The following areas of interest and potential approaches will be considered by Chalkboard through additional research, public opinion research, engagement of stakeholders and other interested individuals, groups and organizations.

Please let us know which of these items are important to you by rating them on the corresponding Feedback Form located in the Feedback Booklet.

Readiness and Support to Meet Standards:

1. Provide highly targeted support to low-income students to attend accredited pre-schools that are organized around developing key readiness-to-learn skills and pilot a subsidy-based full-day kindergarten program.
2. Develop improved capacity to support school-based improvement for schools that fail to meet state standards and make adequate improvement.
3. Require, as a condition of the state school improvement process, that schools conduct a systematic process to validate the effectiveness of their instructional programs in reading and offering summer and after school reading programs.
4. Expand and fund after school tutoring and community programs.

School Programs:

5. Allow students and parents to select their public school from several choices, including: open enrollment; magnet and specialty schools; charter schools; and schools within a school.
6. Consider vouchers (pilot program or otherwise) to increase parental choice options for K-12 education.
7. Consider creating an environment within the school system with demonstrated public support for the arts, music, physical education and athletics.

Additional Topic Areas...

8. Consider alternative school system structures including year-round, changing school hours, increasing the length of the school year, alternating the days of operations (4 days a week) or moving the public school program from its current configuration to full-time kindergarten and ending with current grade level 11. The 12 years of schooling would begin with kindergarten and end with the 11th grade.
9. Consider adoption of school district policy that each school building have in place a written plan to increase civility and create a more positive learning atmosphere.
10. Consider adoption of school district policy to weigh and measure each student annually for the first five grades, meet Federal nutrition standards for food offered in every school, require daily physical activity K-12, and encourage innovative initiatives to reduce children's screen time and teach wellness and healthful living.

Evaluation and Governance Systems:

11. Develop new governance structures that afford parents and students additional choices and options, including enhanced parental roles in current site-council structures.
12. Evaluate student achievement and provide alternative methods for teaching and assessing students relating to skill standards and not time in place.

Structural Efficiencies:

13. Establish a beginning per student funding level and adjust annually based on growth in the number of students and average wages of all Oregon workers.
14. Alter the State Legislature's meeting schedule (move from winter to fall) to better align with the state revenue information and with school budget process and timetable.

Additional Topic Areas...

15. Redirect funding of Education Service Districts (ESD) to local school districts and allow districts to voluntarily purchase services from ESDs including enhanced teacher professional development functions and on-line linkages for curriculum and instructional assistance.
16. Consolidate individual district payroll and student tracking systems into a single statement system and develop centralized online purchasing and/or purchasing cooperatives for school supplies and materials.
17. Eliminate transportation-matching funds and distribute a fixed block grant based on program efficiency and establish state or regional consortiums to reduce energy purchasing.
18. Create a comprehensive data system that enables each level of educational governance and parents to judge how well they are doing in support of the effective and successful operations of the continuous improvement of the schools.
19. Consider alternative or reform models for the labor-management dynamic in education that are less contentious, more inclusive and producing more effective results than those currently existing.

Alternative Funding Approaches:

20. Fund school districts on student attendance, rather than enrollment.
21. Direct the Quality Education Commission to rank the 29 constituent reforms that compose the full implementation Quality Education Model (QEM) based on the research that underlies the reform and the likelihood that implementation would cost.
22. Increase the level of student fees (e.g. lockers, parking, lab and art supplies, sports, etc.) with appropriate waivers, as an alternative source of revenue.
23. Elevate funding resources available to schools; perhaps in incremental steps according to the QEM or building a new funding model from zero-based budgeting.
24. Evaluate instituting a sales tax in Oregon and dedicating revenue to K-12 education.

NOW: Please record your comments on the Feedback Form, located on pages 13-15 in the Feedback Booklet.

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