

# BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



## OREGON



Oregon has addressed five of the 10 Blueprint policies to improve college readiness in the state. For policies on high school readiness, Oregon has systems in place for two of the four anchor benchmarks. The state has adopted rigorous Common Core standards and is part of the Smarter Balanced Assessment Consortium (SBAC).

The state has addressed one of four college anchor policies and is making progress on a second. With respect to higher education accountability, Oregon has set goals to increase college attainment and included them in a strategic plan. The Higher Education Coordinating Commission has been charged with providing recommendations for a performance-based funding system by the end of 2014. Oregon has systems and policies in place to address both bridge anchor policies and is one of 32 states with clear definitions of what constitutes college and career readiness.

| POLICY REVIEW   | OREGON   | NATIONAL  |
|---|--|---|
| <b>1. CCR STANDARDS</b><br>AP, IB and/or dual credit required   | <b>YES</b><br>Yes - AP, IB, dual enrollment or Two-plus-Two course offerings mandatory | 48 states + D.C.<br>25 states   |
| <b>2. ASSESSMENTS</b>   | <b>YES</b> , SBAC; Other   | 14 - SBAC<br>11 - PARCC<br>18 - ACT<br>4 - SAT<br>10 - state developed<br>14 - end-of-course  |
| <b>3. GRADUATION REQUIREMENTS</b><br>H.S. course requirements match statewide college admissions  | <b>NO</b> statewide course req. for college  | 18 states match courses<br>Including 6 states that align all courses and 12 states that align all courses but foreign language  |
| <b>4. K-12 ACCOUNTABILITY</b><br>CCR is indicator in system   | <b>NO</b>  | 24 states use CCR to determine performance  |
| <b>5. ADMISSION STANDARDS</b><br>Statewide or systemwide  | <b>NO</b>  | 28 - common admission standards<br>15 - systemwide<br>13 - statewide  |
| <b>6. REMEDIAL AND PLACEMENT POLICIES</b><br>Statewide or systemwide remedial policies<br>Statewide or systemwide placement policies  | <b>NO</b>  | 27 - both remedial and placement policies<br>39 - remedial policies<br>27 - placement policies  |
| <b>7. TRANSFER (3 OUT OF 4 POLICIES)</b><br>Transferable core of lower-division courses<br>Common course numbering<br>Guaranteed transfer of associate degree<br>Credit by assessment | <b>YES</b><br>Yes<br>No<br>Yes<br>Yes  | 23 have at least 3 of the following policies:<br>36 - transferable core<br>16 - Common course numbering<br>36 - guaranteed transfer of associate degrees<br>16 - credit by assessment       |
| <b>8. HIGHER-ED ACCOUNTABILITY (ALL 3)</b><br>Statewide attainment goals<br>Completion or attainment goals in master plan<br>Performance-funding model and metrics                    | <b>NO</b><br>Yes<br>Yes<br>No  | 19 have all 3 of the following policies:<br>26 states have a statewide attainment goal<br>36 states have completion or attainment goal in master plan<br>32 states have performance-funding |
| <b>9. STATEWIDE CCR DEFINITION</b>  | <b>YES</b>   | 32 states + D.C. have CCR definition  |
| <b>10. P-20 DATA</b><br>High school feedback report annually  | <b>YES</b><br>Yes  | 50 states + D.C. have data system<br>42 states + D.C. have feedback report  |
| <b>TOTAL</b>  | <b>5 out of 10</b>   |   |

## STRENGTHS

The state's Direct Access to Achievement, also known as the Oregon DATA Project, offers a systemic approach to help districts achieve implementation of data literacy, the Common Core and key elements of educator effectiveness. It was launched in 2007 with a \$4.7 million Statewide Longitudinal Data Systems grant and was supported through the end of the 2013-14 school year by another SLDS grant.

The Oregon DATA Project provides the state's educators access to student data and comprehensive, job-embedded training on how to use those data to inform instruction. The use of education data in Oregon has been shown to be a key element in increasing student achievement.

Oregon is one of 36 states with guaranteed transfer of associate degree. Their policy is unique as Oregon public institutions also accept associate transfer degrees from California and Washington. Oregon also offers a transferable core of lower division courses through The Oregon Transfer Module. This curriculum was developed in 2005 for students planning to transfer to any public two- or four-year institution in Oregon.

## CONSIDERATIONS

Oregon may consider adopting a Common course numbering system for its core classes to help students understand which courses are equivalent across institutions. The state's transfer policies include the guaranteed transfer of associate degrees.

Oregon should consider statutorily incorporating measures and barometers of college and career readiness into its formula for determining school performance. Oregon does report on several college and career readiness measures on school report cards. A similar or even more robust set of measures would strengthen the focus on college and career readiness. With the renewed interest in college attainment, the public will want to know whether schools are being held accountable for how students are progressing toward meeting the new benchmarks.

## RESOURCES AND STATE EXAMPLES

### Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating **Unbridled Learning: College/Career-Ready for All**. The program emphasizes accountability with a focus on the end goal: college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

### Wisconsin – High school accountability

The state enacted **Act 20** in 2013, requiring the adoption of college and career readiness standards by gathering information from the entire education community including elementary and secondary school teachers and higher education instructors and experts. The goal is to strengthen the connection between high schools and postsecondary schools, better defining what it means for students to be college and career ready.