A Proposal for a Regional Achievement Compact Pilot

January 2013

OEIB is proposing a pilot of a new regional achievement compact that aims to bring together institutions in a region to share ideas, pool resources and ensure all institutions, regardless of the age of their students recognize and contribute to the development of a P-20 continuum with strong learning foundations that will prepare students for a successful post-secondary experience

There are three distinct purposes driving the changes in this proposed regional achievement compact:

1. To engage Oregon's P-20 institutions in ongoing problem solving dialogue leading to a culture of statewide, continuous improvement.
2. To focus, align and measure the value of state resources against models designed specifically to increase student growth while decreasing historical gaps in student outcomes.
3. To transition away from institutional silos, isolation of best practice such that parents, students, teachers and leaders share knowledge, collaborate and build a statewide culture of collaboration over competition.

Desired outcomes of the Pilot:

The proposed achievement compacts will be implemented through a pilot academic year in 2013-2014, whereby reporting institutions will have the option to pilot the regional compact and participate in a collaborative process in addition to completing the existing compact

Defining regions: Regions, while presently defined as the generally accepted feeder areas for a community college, will ultimately be defined by the regions themselves in a way that makes the most sense for the successful collaboration of the regional compact.

Establishing protocols and procedures: OEIB provides examples of how the collaboration might look at a conceptual level, but the actual processes of gathering, sharing, speaking, presenting, reporting and challenging will be left to the regions to dictate.

Fine-tuning reporting processes: Participants of the pilot will be invited to report back to OEIB the trials and tribulations of the pilot, including recommendations to the process and documentation, to help ensure future efforts are directed accordingly.

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Structure and Process:

Each institution will complete a compact that presents two levels of performance. **Level One** metrics will be data provided by ODE on traditional student academic growth targets within a region. **Level Two** will be a collaborative process by which institutions in a given region analyze data with an eye towards ways in which the larger region can work together in a community effort to address challenges that exist beyond the classroom and help change the culture of its schools and colleges.

Institutions participating in the pilot will attend the annual state connections conference where community agencies, districts and colleges will gather to learn about new programs, opportunities and resources that can aid their work. It is currently being envisioned as a two-day event with the first day guiding discussions around data and P-20 collaboration, while the second brings social agencies and community organizations into a learning lab where they will discuss how their work can aide schools to help students become more successful.

Examples are provided at the end of this proposal to show how the collaborative process might look in practice.

Level One - Student Growth Targets

Level One will present a more traditional spread-sheet format of critical data points. At the outset, it will gather much of the same data as the existing compact but in a simpler organization with several additional data points.

It is important to note that the process of collaboratively looking at data in a region will progressively shape the specific data points regions desire to see. At the outset OEIB may potentially add or subtract metrics, specifically those connected most closely to ESDs and the OUS system. Definitions will be provided at a later date.

The following pages show the current P-20 data metrics and the way in which they will be disaggregated.

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Regional Achievement Compact

P-20 Indicator	Metrics	Econ. Disadvantaged	Limited Eng. Prof	SWD	Black	Hispanic	Amer. Indian / Alaskan Ntve	Pacific Islander	Asian	Multi-Racial Multi-Ethnic	Talented & Gifted	Total
Kindergarten Readiness Participation	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
3rd Gr. Read. Proficiency	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
5th Gr. Math Proficiency	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
6th Gr. Chronic Absence	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
8th Gr. Math Proficiency	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
9th Grade Credits Earned	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
9th Grade Attendance	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
4-Year Cohort Graduation	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
5-Year Completion	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Post-Secondary Enrollment	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Earning 9+ College Credits	# - % 3 yr net change 1 yr Goal	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Priority and Focus Buildings	# - % 3 yr net change 1 yr Goal											- - -

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	Metrics	Econ. Disadvantaged	Limited Eng. Prof	SWD	Black	Hispanic	Amer. Indian / Alaskan Ntve	Pacific Islander	Asian	Multi-Racial Multi-Ethnic	Talented & Gifted	Total School Population
Adult HS diplomas / GEDs	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
Certificates / Oregon Transfer Modules	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
Associates Degrees	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
Transfers to four-year institutions	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
% of recent graduates enrolled in one or more developmental math courses.	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
% of recent graduates enrolled in one or more developmental English courses.	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
Students earning 30 or more college credits in a year	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
Students dual enrolled in Oregon High Schools	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
Students who are dual enrolled in OUS	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
Students who transfer to OUS	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -
Employment	# - % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -		- - -

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	Metrics	Econ. Disadvantaged	Limited Eng. Prof	SWD	Black	Hispanic	Amer. Indian / Alaskan Ntve	Pacific Islander	Asian	Multi-Racial Multi-Ethnic	Talented & Gifted	Total School Population
Bachelor's degrees awarded to Oregonians	# 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Advanced degrees awarded to Oregonians	# 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Amount of Financial Aid provided from University resources	$ 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Newly admitted Oregon Freshmen with HS dual credit or other early credit	$ 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
First year students returning for second year	# / % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Degrees awarded in STEM professions	# / % of total 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Degrees awarded in Health professions	# / % of total 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Teaching Licenses awarded in STEM Education	# / % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Employer Satisfaction (TBD)												

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Local Priorities: What other measures reflect key priorities in the district? (e.g. STEM, Foreign language, project-based learning, etc. List up to 3 and write a goal statement for each. If you listed a local priority on last year's compact, please identify it, state whether you achieved your goal and what your goal will be for next year)			
Local Initiative	**Previous Year's Goal**	**Actual result**	**Goal for next year**

Funding			
What is the level of public investment in the district or college?	**2012-13 Actual**	**2013-2014 Projected**	**2013-2014 Target**
State Funds			
Local property Tax Revenue			
Total state and local operating funds			

Key:
% = Percentage of students at or above proficiency
Goal = Goal for next academic year, in numbers and percentages
# = Number of Students at or above proficiency
* STEM Majors and course titles will vary by institution and each should provide a list in the pilot

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Level Two - Community Connections

Level Two of the regional achievement compact address regional and local issues as they relate to community building and institutional and cultural transformation. Completed in collaboration with leaders from other institutions in a region, institutions will work to respond to and share the following information:

1. Explain the various social and cultural challenges that affect your institution's ability to be more effective (e.g. Parent engagement, gangs, drugs, truancy, foster care support, KRA indicators, etc.)
2. Identify resources in neighboring institutions, businesses, agencies and other partners to support targeted initiatives of your school district, college or University. (e.g. Native American Tribal Council, NAACP, Community assistance agencies, etc.)

Examples for Collaboration, Analysis and Reporting

The following are examples of how these collaborations might look in practice. Each region, however, will have its unique protocols and procedures for execution. This flexibility is intentional in the design of the pilot to permit the natural emergence of best practices for collaboration. The tool that follows offers one method of organizing and guiding discussions.

- A K-12 superintendent recognizes a need to improve middle school math learning. A college president hears this need and offers to mobilize a group of math majors to visit high-need schools and help tutor students in math, possibly building the program into a work-study job.
- A community college president and university president recognize that increasing numbers of students are lacking writing skills upon entrance to their institutions. The university president might offer to extend the hours of his writing center and train new staff to run a similar center at the community college. Hearing this, a K-12 superintendent decides to take a closer look at his secondary writing curriculum and have a curriculum committee make recommendations for changes.
- A K-12 superintendent identifies a sound community partner to assist with drug prevention in his high schools. A superintendent from an adjacent district admits to having similar problems with the same drugs, but has been unable to secure an appropriate community partner to assist. The two leaders provide each other referrals to the best partners in the community to help solve their problems.
- A University president hears that a nearby K-12 superintendent has noticed an increase in the number of referrals to his school psychologists. The university president offers to speak to his Psychology department about starting a program that allows graduate students to perform portions of their clinical hours with students at the school to offer additional general counseling and mentorship services.

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A Tool for Collaboration

In the form below, describe both the challenges identified in your district / institution and the regional collaborative approaches that will be implemented to bring solutions.

Problem	Collaborative Solutions	Resources Needed

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Critical Dates

February 1, 2013 – Each entity identifies growth targets for the next academic year using multiple baseline data points. (Michael Seelig, Whitney Grubbs and Doug Kosty provide technical assistance)

February / March 2013 – Projected Level One and Level Two growth targets are finalized and regions convene to share amongst P-20 regional participants (Regions TBD). This meeting is to ensure maximum collaboration and understanding in aligning plans, strategies and resources.

May 2013 OEIB Meeting – OEIB reviews compacts and ongoing evolution of compact redesign getting feedback from stakeholders.

July 2013 – State or Regional Connections Conference(s)
The P-20 connections conference will enable constructive dialogue between and among partner agencies and educational institutions working in the same space towards the same goals. Foundations, cultural groups and other state agencies with similar capacity, will offer support to regional institutions per their unique needs. Invitees will include the following groups, amongst others:

Foundations	YDC	Department of Human Services
Art groups	ELC	OSBA
Civic and cultural groups	Businesses	Community Colleges
PTA	Labor	Superintendents
COSA	State Boards / Commissions	

August / September 2013 – Regions and institutions establish relationships and partnerships with community partners with whom they connect at the conference.

October 2013 – Districts submit completed achievement compacts to OEIB.

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