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## OREGON EDUCATION INVESTMENT BOARD Best Practices & Innovation Subcommittee

Tuesday, March 12, 2013

10:30 AM – 12:30 PM

Oregon State Fairgrounds  
Cascade Hall, McKenzie Room  
2330 17th Street, NE  
Salem, OR 97301

### AGENDA

- 10:30 a.m. **Welcome & Review of Agenda**  
Yvonne Curtis, Sub-committee Chair
- 10:40 a.m. **Work Session on Regional Achievement Compact**
- Subcommittee members and invited guests: Dr. Matt Coleman (Springfield SD), Jim Middleton (Central Oregon CC), Dan Ryan (All Hands Raised).
- Facillitated by Nate Waas Schull*
- 12:00 p.m. **Action Item**
- Committee members will vote on whether final draft of the regional achievement compact is ready to be presented to OEIB.
- 12:05 p.m. **Public Testimony**
- 12:15 p.m. **Meeting Adjourns**

***\*Times are approximate***

All meetings of the Oregon Education Investment Board are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at [Seth.Allen@das.state.or.us](mailto:Seth.Allen@das.state.or.us). Requests for accommodation should be made at least 72 hours in advance.

## A Proposal for a Regional Achievement Compact Pilot

(UPDATED) March 1, 2013

OEIB is proposing a pilot of a new regional achievement compact that aims to bring together institutions and partners in a region to share ideas, pool resources and ensure all institutions and partners, 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 and other partners 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 Oregon's P-20 institutions will have the option to pilot the regional compact and participate in a collaborative process, in addition to completing the existing individual achievement 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.

**Structure and Process:**

Each region will complete a compact that presents two stages of performance. **Stage One** metrics will be data provided by ODE on traditional student academic growth targets within a region. **Stage 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.

The OEIB is anticipating approximately \$1 million, identified in the Governor’s Recommended Budget, to develop the program and assist regions in off-setting costs associated with participation. Institutions participating in the pilot will assign leadership teams, representing various levels and areas of expertise from within an institution, including faculty, classified and administration, to attend the annual state connections conference. At the conference community and state agencies, foundations, districts and colleges will gather to partake in what is currently being envisioned as a two-day active learning lab that models ways to read data for deeper social underpinnings as well as exemplary programming strategies that enhance student success.

The 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 College Teams      |
| PTA                       | Labor                      | K-12 District Teams          |
| COSA                      | State Boards / Commissions | University Teams             |

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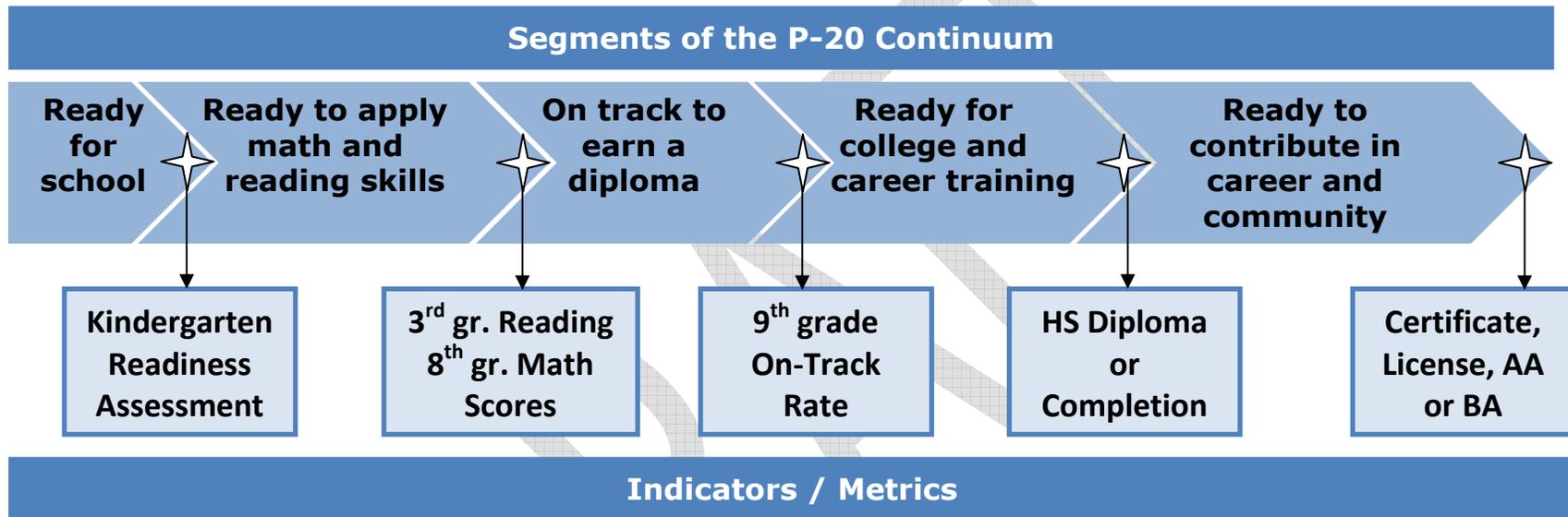
Examples are provided later in this document to show how the collaborative process might look in practice.

**Stage One - Student Growth Targets**

**Stage One** will present a high-level snapshot of a region’s critical data points, disaggregated by subgroup. 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 page shows the most current P-20 data metrics.

# Stage One Metrics



*All indicators will be disaggregated into the following subgroups:*

- All Students
- White
- Asian / Pacific Islander
- Black
- Hispanic
- Native American
- Multi-Ethnic
- Students with Disabilities
- English Language Learners
- Females
- Males

## Stage Two - Community Connections

*Stage 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 and leadership designees representing various levels of the institutions in a region, the teams will work to respond to and share the following information:

1. Explain the various social and cultural challenges that affect your **region'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 prioritized through **the regional partnership**. (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 **leadership team** recognizes a need to improve middle school math learning. A college **leadership team** 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.
- **Community partners, county health agencies, non-profit service providers and a group of local elected officials in a region have identified drug use amongst youth as a problem in the larger community and, as a result, have established a roundtable to find solutions. They realize that partnering deeply with local schools and leadership is necessary if they want to address the problem. They expand the table to identify key parts of the problem and develop strategies to bring more prevention and intervention strategies to reduce specific measurable indicators related to the problem across multiple partners.**
- A community college **leadership team** and university **leadership team** recognize that increasing numbers of students are lacking writing skills upon entrance to their institutions. The university **team** 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 **leadership team** decides to take a closer look at their secondary writing curriculum and have a curriculum committee make recommendations for changes.
- A university's leadership team hears that a nearby K-12 team has noticed an increase in the number of referrals to his school psychologists. The university team offers to speak to their Psychology department about starting a program that allows graduate students to perform portions of their clinical hours with students at the K-12 schools 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 region and the collaborative approaches that will be implemented to bring solutions.

Problem	Collaborative Solutions	Resources Needed

## Regional Accountability

The intent of the regional compacts is to help institutions and other partners within a region share the accountability for improving specific outcomes and metrics for student success. From the standpoint of state government, shared regional accountability is intended to drive improvement along traditional performance metrics (such as those depicted in stage one of this document) as well as other locally defined priority outcomes (e.g. birth weight, nutrition, drug use, etc.). A region’s progress in establishing shared ownership will be measured using a developmental rubric that is largely informed by the national Strive Cradle to Career Partnership.

This approach to regional continuous improvement will both guide and incentivize schools to begin working within the new partnership paradigm and encourage innovative thinking around program development and school organization. With a lesser emphasis placed on student performance metrics, OEIB’s expectation is that regions will be empowered and incentivized to experiment and think differently about how to respond to the needs of their students and families.

Progress will be measured along a continuum that is organized around four pillars that define the scope of work: Developing a shared vision, making decisions based upon evidence, taking action in a collaborative manner, and investing to ensure sustainability. Each pillar is rated along four stages of implementation: Exploring, Emerging, Sustaining and Systems Change. In coordination with its partners, OEIB will develop a rubric for guiding and charting the progress of regions participating in the pilot to help establish and calibrate expectations for implementation.

	<b>Exploring</b>	<b>Emerging</b>	<b>Sustaining</b>	<b>Systems Change</b>
1. Shared Community vision				
2. Evidence-based decision making				
3. Collaborative action				
4. Investment and sustainability				

## Critical Dates

Jan – March: OEIB reviews pilot design and collects feedback from stakeholders.

March 12, 2013: OEIB finalizes regional compact metrics and pilot outline

June 2013: OEIB issues RFP for pilot participation

July: Selection of pilot sites by OEIB

August 1, 2013: Funding delivered to selected sites

August 2013: Launch of the P-20 State Connections Conference.

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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