Discussion Draft: Outline for OEIB Report to the Legislature (Due 12/15/11)

Transmittal letter from Governor

I. Introduction
- Vision
- SB 909 Deliverables

A. Background, Need for Change and Examples of Excellence
- Declining test scores and educational attainment (*Compare low HS graduation rate to…*)
- Examples of excellence from testimony and outreach *(…more HS students than ever before graduating with college credit*)
- How we fund education now

B. Long-Term Goal of 100/80 (40/40/20)
- Goal of 100/80 and excerpts from "Oregon Learns"
- Why it is important
- Gaps for each segment

ALSO: Charts from earlier reports on where we stand

C. Outcomes
- All Oregon children enter kindergarten ready for school
- All Oregonians move along the learning pathway at their best pace to success
- All Oregonians graduate from high school and are college and career ready
- All Oregonians who pursue education beyond high school achieve a degree or certificate and are ready to contribute to Oregon's economy
  [*Modified from state's 10-year budget team recommendations.]*

D. Challenges
- Poverty and economic inequality
- Persistence of racial achievement gaps
- Demographic changes
- Constrained resources
  (Test correlation between declines in test scores and attainment over the last decade vs. funding levels – on a per student, inflation-adjusted basis?)
- Need to do better with the resources we have

E. Principles
- We can do better with the resources we have. This is evident in the islands of excellence we see around the state. All districts get the same dollars per student, but

some get better results, as measured by graduation rates, test scores and post-secondary success.

- Our goal is 40/40/20. We recognize that we can't get there with current resources, nor can we get there with current systems of funding and delivery. But we must move forward with the resources we have, improve as we go and identify how much progress can be accomplished with improvement and how much will require new resources. By doing better, we make the best case for more resources, and we will be better able to use those resources to accomplish our 40/40/20 goals.
- We are committed to success for all learners – all racial and ethnic groups, economically disadvantaged students, English language learners and students with disabilities. [*Strategy #1*]
- We recognize that all students learn at their own pace and that individualized teaching and learning can best meet the needs, achieve the potential and create a culture of lifelong learning for all students. [*Strategy #7*]

II. **Summary of Strategies**

- Create a seamless P-20 system
  - Requires reorganization of governance and state supports
  - CEdO
- Focus investments on outcomes
  - Outcomes and state's new approach to budgeting
  - Achievement compacts – concept and elements, incl. attention to learning stages
  - Tight-loose
  - Local control Focus on learning stages and momentum points, not silos
- Build system-wide standards, guidance and support
  - Importance of longitudinal data system
  - Standards and assessments
  - Wraparound services
- Develop a plan to get to 40/40/20 by 2025

A. Strategy: Create a seamless P-20 system

- Education Investment Leadership: OEIB and Chief Education Officer [Strategies #2, 12]
  - Membership and role of OEIB
  - Chief Education Officer role, hiring update
- Focus on early childhood [Strategy #2]

B. Strategy: Focus investments on outcomes

How we fund education now, vs. new Education investment framework

- Outcomes and Indicators [Strategy #1]

- Achievement Compacts [Strategy #8]
    - Concept, framework and elements
- Tight-loose and local control [Strategy #5]
    - Critical role of local/district boards
    - Regulatory relief (EESC/ODE work) [Strategy #5]
- Importance of momentum points and use of investments to accelerate progress for all learners across the continuum [Strategies #4, 7]
- Budget redesign
    - Stabilized baseline for capacity funding [Strategy #9]
    - Incentivize innovation and the adoption of best practices over time [Strategy #10]

C. Strategy 3: Build system-wide standards, guidance and support

- Longitudinal data system [Strategy #6]
    - Return on investment
    - Build out to inform classroom instruction
- Establish common standards and assessments [Strategy #6]
- Relevance of proficiency-based approaches [Strategy #7]
- Need for, potential approaches to, wraparound services [Strategy #3]

D. Strategy 4: Develop 40/40/20 Plan

- Develop plan to achieve high school and college completion goals by 2025 [Strategy #12]
    - Phased and adjusted over time
    - Aligned with strategies for investment and support
    - Informed by and drives to best practices and new ideas (See Agenda for Excellence)

III. Timeline and Next Steps

- Phase One (through February 2012)
- Phase Two (March 2012 – 2013)

<u>Phase One</u>

A. Early Childhood Services and Governance

- Merging, redesigning or improving EC services and aligning with outcomes.
- Plan beginning 6/30/11
- Early identification of children at risk and establishment of family support managers.
- Consolidating, aligning and coordinating children's services programs.
- Kindergarten readiness assessments
- Contracting practices

ALSO: Sidebar on Gladstone

B. Achievement Compacts

- Requirement for receipt of state fund in 2012-13
    - K-12 districts
    - ESDs
    - Community colleges
    - Oregon University System
    - OHSU medical, dental and nursing education programs
- Framework
    - Completion (learning stages, diplomas, certificates and degrees)
    - Quality (validation of knowledge and skills)
    - Connections (to workforce, economy, civic society)
    - Responsibilities across the P-20 system
- Sample Compacts

C. K-12 and Next Generation Accountability System

- Assessing K12 Student Progress
    - Momentum points at stages of student learning
    - Next-generation assessments
    - Federal accountability
- NCLB Waiver Application for 2012-13

ALSO: Chart of lower income vs. higher income achievement under OAKS, 5-year grad rates disaggregated

D. Post-Secondary Education

- "Bring more college-level work into the high schools, e.g. dual credit
- Assessing post-secondary student progress
- Governance (post-sec EQC, OSAC, HECC)
- Task Force on Higher Education Student and Institutional Success
- HECC

Also: Sidebar on Eastern Promise, college-going rates disaggregated

E. 2012 Legislation

- Achievement Compact
- Mandate relief
- Early Childhood Plan (ODE)
- Governance (Beginning with Higher Education Coordinating Comm.)

<u>Phase Two</u>

F. An Agenda for Excellence

- A look ahead to a list of examples by learning stage and learner group
    - Existing practices that are working well now that can be expanded, brought to scale

        - New ideas to investigate
    - Examples for 11-14 learning stage
        - Existing: Expand ASPIRE to create college-going culture
        - New: Guarantee full affordability for first two years of college for high school graduates who enroll in post-secondary institutions immediately after graduation.

G. Budget Redesign for 2013-2015

- New budget model, 10-year horizon
- Incentives for outcomes and innovation

SIDEBARS: Proven Practice (Islands of Excellence) and Promising Opportunities
(Rather than working these into the narrative, propose to include them in the report as side bar stories, illustrating the abstract themes)

- Eastern Promise – 10-14 collaboration to promote college access, success
- Tigard-Tualatin Response to Intervention – district-to-district scaling up of early intervention practice around key momentum point
- Gladstone early childhood center – comprehensive support for early learners, with bridge into K-12 school
- Western retention efforts/Hispanic graduation initiatives – effective investment in degree-attainment

Appendices

- Four fact sheets on early learning, K-12, CC, OUS
- Membership of OEIB
- Chief Ed Office Job Description
- Legislative concepts
- Outreach and communications