2. Strategies for building a culture of student success

The sense of urgency that motivated the passage of Senate Bill 909 animates this report as well. Every year that passes without further improvement means that one of every three high school students will leave school without a diploma, and means another year that Oregon students will finish school with less education than their parents' generation. If we are to fulfill the promise of educational opportunity and keep pace with the world around us, we must find ways to improve the teaching and spark the learning of all students in every grade, now and every year hereafter.

Senate Bill 253 gives us the most ambitious high school and college completion targets of any state in the country — and sets a deadline of 2025 to achieve them. But the trajectories needed to meet that deadline must begin at the earliest opportunity, with the 2012-13 school year. We are not hoping to find the end of an aspirational rainbow in 2025, we are determined to plot a path that takes us to new heights of student success.

Senate Bill 909, which charges our Board with the responsibility to meet the state's educational goals, demands nothing less. That legislation asks us to bring forward action plans for improvements to our educational system that take effect as early as next July.

We have no time to lose. Every year between now and 2025 must be measured for success. But we must also be careful not to pursue hastily-conceived initiatives that distract us from charting the best path forward.

For these reasons, we begin with a focus on state level resources–the $7.1 billion that flows to education in the current budget--as we consider the state's capacities to invest in, direct, coordinate and support the missions of literally hundreds of educational entities from pre-K programs to school districts and colleges. We recognize that these educational entities and their employees are the key to our success. A command and control model will serve us poorly. We will need the engagement of educators and leaders, students and families, communities and employers to achieve the educational excellence we envision for our students.

We know that excellence is achievable, based on the many successes we find in our schools despite the fiscal and social challenges they face today. Thus, we are confident that, if we are able to sharpen our deployment of resources among our educational entities, promote collaboration, encourage innovation, establish clear measures of accountability for results and lend assistance to their efforts, we can build a system that moves all of our students forward to high school diplomas and to success in the colleges and careers of their choosing.

Our plan is founded on three key strategies.

DRAFT

- **Create a coordinated public education system,** from preschool through college and career readiness, to enable all Oregon students to move at their best pace and achieve their full potential. At the state level, this will require better integration of our capacities to guide and support the activities of educational entities at the local level and smarter use of our resources to encourage and support teaching and learning across the education continuum.

- **Focus state investment on achieving student outcomes.** We must define the core outcomes that matter in education. These will then drive our investment strategies, as we ask ourselves how to achieve the best outcomes for students. In turn, we must provide educators with the flexibility, support and encouragement they need to deliver results. That mutual partnership — tight on expected outcomes at the state level, loose on how educators get there — will be codified in annual achievement compacts between the state and its educational entities.

- **Build statewide support systems.** The state will continue to set standards, provide guidance and conduct assessments, coordinated along the education pathway. To enhance these efforts, Senate Bill 909 commits the state to build a longitudinal data system — tracking important data on student progress and returns on statewide investments from preschool through college and into careers. This data will help guide investment decisions and spotlight programs that are working or failing. Then, as the state system is integrated with school-based systems, it will enable teachers to shape their practice and students and families to take charge of their education. Beyond data systems, we envision the state will expand on the successful local model of professional learning communities to increase support for collaboration among educational entities and their educators. And we look forward to new efforts that will bridge the gaps that now exist between classrooms and community service providers, as the state and local governments work to coordinate health and human services with the needs of students and their families.

Each of these strategies is presented in greater detail below.

Strategy 1: Create an integrated, aligned system from pre-K to college and career readiness

From the perspective of the participating learner, Oregon's education system should look like one system, not a disjointed collection of schools, learning centers, colleges, and universities. For learners to move further toward their potential, and for educational institutions to operate more effectively, we need integration and consistency in our standards, assessments and data systems.

This does not imply centralization or consolidation of the educational organizations — quite the contrary. The state's role will be one of coordination, holding all parties accountable to the overarching goals for students, but not infringing on local control as long as students are

Comment [t1]: SIDEBAR: Access to Student Assistance Programs In Reach of Everyone is a pre-college mentor program that helps students create a "plan of choice" to access education and training beyond high school. Established in 1998, ASPIRE has expanded to 125 sites across Oregon. Under the direction of a site coordinator, volunteer mentors support students in researching careers, schools and scholarships, and completing financial aid and admissions processes. At Chiloquin High School 50% of students are Native American and 85% are on the free and reduced lunch program. Since joining ASPIRE, Chiloquin's rate of graduating seniors moving on to post-secondary education has increased from 20% in 2004 to 65% in 2011.

DRAFT

progressing. A strength of Oregon's many and varied educational organizations is their ability to tailor their education to their local students' and community's needs and interests. Along with accountability for outcomes, educational organizations under a coordinated system will have increased freedom in how to produce those outcomes.

A new understanding of achievement at every stage of learning — what it takes to move successfully along the education pathway — should apply to all Oregonians, from toddlers to those working toward college degrees.

Curriculum, assessments, and exit and entry criteria should be built into learning from the beginning and aligned so that learners advance as efficiently as possible.

Oregon is moving in the right direction.

- **Common Core Standards** — We are one of 45 states to adopt the national Common Core Standards for K-12, English language arts and mathematics, and Oregon is collaborating with other states to define science standards. These evidence-based standards specify what students should know and be able to do when they complete high school. They are designed to help ensure that all students have the essential concepts, knowledge, skills and behaviors they need to succeed in college and career.

- **The Oregon Diploma** — The State Board adopted new high school graduation requirements in 2008 to better prepare students for success in college, work and citizenship. To earn a diploma, students will need to complete successfully more stringent credit requirements and demonstrate proficiency in essential skills. For example, this year's seniors must pass an assessment of reading skills in order to earn a diploma and graduate.

- **Core Teaching Standards** — Under direction of the 2011 Legislature under Senate Bill 290, the State Board of Education this month adopted core teaching standards, administrator standards and rules for teacher and administrator evaluation — all to improve student academic growth and learning. The standards are designed to guide educators' professional development efforts and, in doing so, strengthen their knowledge, skills and practices.

- **Easing postsecondary transfers** — Oregon's community colleges and universities have developed articulation agreements that spell out how credits from one institution can transfer with a student to another campus. This has greatly increased the number of students starting their college studies in the more accessible (and more affordable) community colleges, while transferring to Oregon's public universities to earn their bachelor's degrees.

By passing Senate Bill 909, the Legislature committed to creating and sustaining a coordinated and integrated public education system. That legislation established the Oregon Education

DRAFT

Investment Board, chaired by the Governor, to oversee all levels of state education, improve coordination among educators, and to pursue outcomes-based investment in education.

As directed by the legislation, an early task of the board is to recruit and appoint a Chief Education Officer, who will lead the transformation of Oregon's public education system from preschool through high school and college.

The Chief Education Officer will serve as the board's chief executive in the creation, implementation and management of an integrated and aligned public education system. This work will require visionary leadership, skillful collaboration with legislators, educators, parents and education stakeholders at the state and local level and the effective engagement of community leaders and citizens to build and implement the education system. (See the job description in the appendix.)

Oregon is also on the right track in its focus on early learners. Decades of research shows that a child's experiences well before entering kindergarten plant the seeds of their eventual success — that strong preschool learning lays the foundation for success in school, graduation, even future employment. Conversely, students who start behind their peers are far less likely to catch up and too often drop out. An effective, coordinated public education system must start in early childhood.

Strategy 2: Focus Education Investments on Outcomes

A new budgeting paradigm

More than $7.4 billion in state General Fund and Lottery dollars goes toward education in every two-year state budget. (Local property tax dollars, federal funding, grants, tuition payments and others sources contribute roughly $X billion more.) How that money is invested becomes one of the chief strategies to drive better outcomes for students — and to achieve Oregon's 40/40/20 goals.

A sound education investment strategy is especially critical in a these difficult economic times. Parents struggle to pay for high-quality childcare and preschool, our public schools face larger class sizes, shorter school years, fewer enrichment opportunities that help engage and motivate students. As discussed above, children today arrive at school with greater needs than ever due to the impact of poverty -- hunger, homelessness, lack of stability and security in their lives — with schools being expected to make up the difference. And the costs of college and career training have escalated to make access even more difficult.

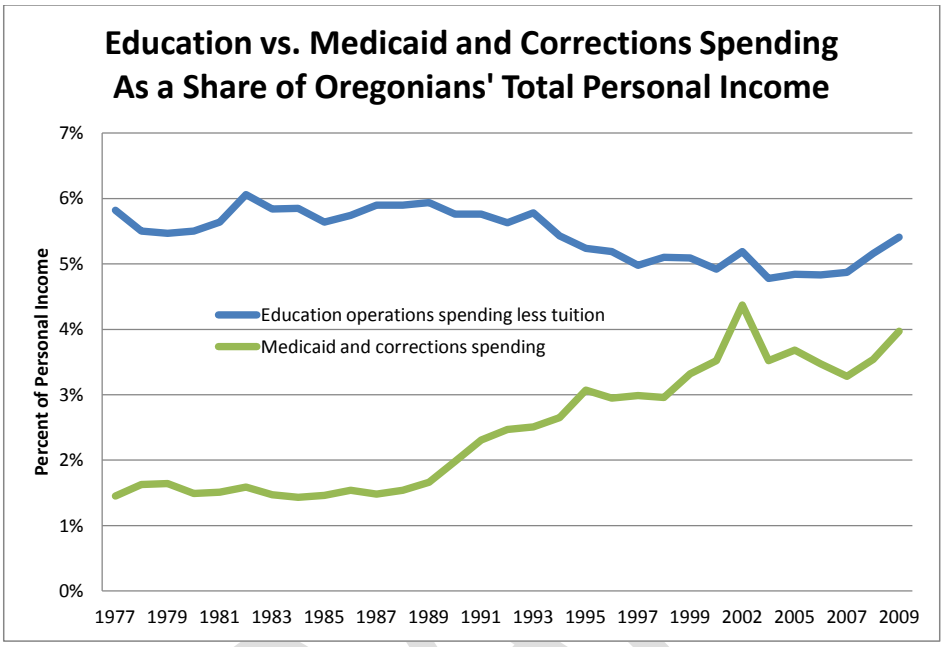
It is widely accepted that education in Oregon is underfunded at all levels. The Governor shares this view, and is working to bend the costs curves of health services and prisons, which are taking up an ever larger percentage of Oregonians' personal income. Because of these cost pressures, investment in education has declined over the years.

Comment [t2]: SIDEBAR: Two years ago Portland Public Schools worked with Multnomah County Library, Multnomah County's Schools Uniting Neighborhoods program, and Head Start to help children with no pre-school experience make a successful transition to kindergarten. In summer 2009 PPS piloted a three-week experience for 40 students at two PPS elementary schools — Woodmere and Whitman. The students attended their neighborhood elementary Monday thru Friday for about three hours to begin developing their communication, collaboration and literacy skills. Students were supported by kindergarten teachers, education assistances and interpreters. In addition, parents of these students attended parenting classes for about three hours per day twice each week over the three-week period. Parents were immersed in their children's curriculum and built relationships with school educators and each other. Program officials say the experience was radically empowering for children and parents. In the first year parents were attending school meetings and volunteering in kindergarten classrooms, while students were leaders in their classrooms, modeling appropriate behaviors. In fall 2009 students who participated in the pilot program performed on average 10% higher on literacy assessments than their classmates who did not attend the program, and still averaged 5-8% higher when re-assessed in spring 2010. This past summer the program expanded to five schools and 120 students. The program is associated with Multnomah County's Linkages Project.

Comment [s3]: CHART mini-table of the components of this $7.4 billion, other sources. Budget and Management working on data.

Comment [s4]: Numbers to come

DRAFT



SOURCE: EcoNW

Comment [s5]: Chart may be revised.

It will take significantly more investment to reach the goals of 40/40/20. But it will also take better investment of the dollars we have.

To fully appreciate the paradigm shift to a focus on outcomes, it may be helpful to draw connections with other parts of state government. In health care, Oregon is working to redefine the central challenge: Not "How do we expand the health care system?" but "How do we improve health?" Or look at the public safety system. Not, "How should we manage our corrections system?" but "How do we improve public safety?"

Likewise, in education we must become much more intentional about investing not in agencies, institutions and silos but in outcomes: in the programs, the leverage points, and the community strategies that will make the biggest difference for learning.

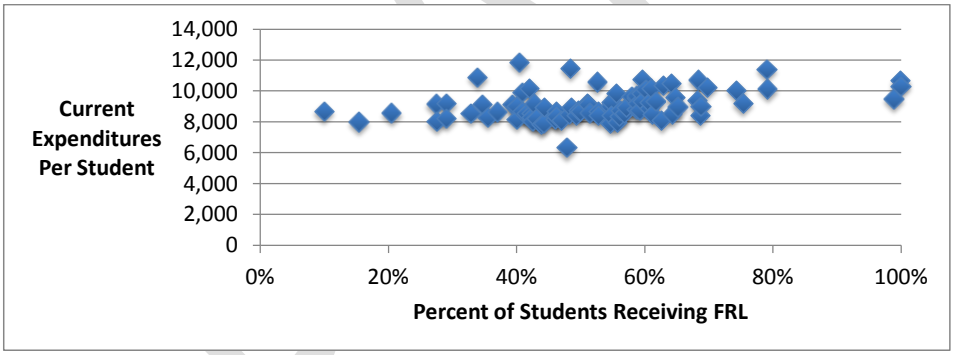
Today, Oregon's education funding is centered on inputs and enrollments: *how many* students are served plays a much larger role in an institution's fiscal position than *how well* students are served. Funding levels for school districts, colleges, and universities are based on existing staffing ratios and inflation expectations for salaries, benefits, materials, and supplies. Essentially our budget makers ask: What does it cost to continue educating students in the same way?

Outcome-based investing reorients the conversation. The question becomes: For a given amount of resources, what outcomes can the system deliver, and are those the outcomes we want? The model assumes that service is constantly innovating and improving. Focusing on outcomes will help eliminate the barriers between educational institutions (including day care centers, schools, colleges, and universities). The more Oregon's education providers view themselves as jointly serving learners, the more seamless, efficient, and effective the system will be.

This approach was also contemplated for Oregon's post-secondary education system with the passage of Senate Bill 242. That bill, which also provided greater autonomy for Oregon's seven public universities, established the understanding that future budgets would be based on performance compacts with our universities. These compacts will include more explicit expectations about progression to degrees and completion.

On some level, our K-12 school districts already offer evidence for an outcomes-based investment strategy.

As the state assumed responsibility for funding schools after Measure 5, overall funding dropped. But it also became far more equal. There are outliers, particularly among the smallest school districts, but per-student spending clusters closely around the median of $10,000, with a slight increase in funding for districts serving higher shares of low income students. Well over 90 percent of Oregon students attend in districts that spend within $2,000 of the median.



SOURCE: EcoNW

Comment [s6]: CHART may be revised

Yet even with similar funding, school districts choose to invest their money differently. There are islands of excellence around the state that prove that, with equal resources and similar student populations, it is possible to get better results.

- Woodburn, Parkrose and other school districts are offering full-day kindergarten — because dollars invested in a great start for all students helps to close the gap and cuts the expenses of remediation later in school. The number of Oregon students in full-day kindergarten has more than tripled in the last seven years.

- Starting in Tigard-Tualatin and spreading throughout the state, school districts are investing in Response to Intervention efforts — with professional development and a system of interventions that help keep students on track academically and behaviorally. Tigard-Tualatin's special education identification is significantly below the state average, more than 92 percent of third graders read at grade level, and the district staff are leaders in spreading that best practice to other districts. Again, this is a strategic investment in student success, in a time of tight resources.
- Many school districts have carved out time for teachers to collaborate in professional learning communities, even as they struggle to maintain a full school year. Vital planning and professional development time helps our dedicated teachers to do their best for students.
- Two-way language immersion classes — showing positive outcomes by helping English language learners in reading and math — are expanding in Portland, Woodburn, Canby, Bend-La Pine, Salem, North Clackamas and others.
- Many districts have protected and even expanded critical supports to help high school students graduate and go on to college — through dual-credit courses, summer and extended day programs, and programs such as AVID that help first-in-their-family students head to college.

Each of these is a conscious and deliberate investment, by thoughtful school boards considering about how they can use the limited dollars they have to deliver the best education possible for their students. All school districts receive about the same dollars per student, but some have distinctly better results — in state assessments, graduation rates and post-secondary success. Our longitudinal student data system will help us identify the districts and institutions that deliver the best student outcomes given the investment made — taking into account the demographics of the learners served.

Comment [t7]: SIDEBAR: Chalkboard Project's Creative Leadership Achieves Student Success (CLASS) is an innovative education initiative designed to empower teachers and raise student achievement. It is built around four components linked to effective teaching: expanded career paths, effective performance evaluations, relevant professional development, and new compensation models. CLASS is "tight" in requiring that programs contain all four components and increase student achievement, but "loose" in empowering educators at the local level to design programs that utilize local resources and address local needs. Since 2006, the initial CLASS districts of Tillamook, Sherwood and Forest Grove have out-performed state averages and comparison districts significantly in terms of gains in math, science, reading and writing scores, reductions in high school drop-out rates, and increases in four-year cohort graduation rates. Nearly 130,000 students and 7000 teachers in 17 Oregon school districts have participated in the CLASS project, and additional districts are inquiring about it.

These are examples of the sort of investment and vision the Oregon Education Investment Board needs to take to scale — embracing our youngest learners through our doctoral candidates, across the span of state education funding.

Outcomes and Indicators

As a state, we must define the core outcomes that matter in education and hold them stable over time. We must provide educators with flexibility, supports, and the encouragement to think outside the box about how they use time, technology, and community resources. And we must provide relief from the rules, mandates, and the narrow-minded focus on standardized testing that can straitjacket the profession.

To reach the outcomes we want for students, we must focus on key learning stages along their educational journey:

- *Ready for school:* Oregonians from birth through to kindergarten entry. Oregon's youngest learners — at home, in childcare of preschool — should gain the necessary cognitive, social, emotional, and behavioral skills to be ready for kindergarten.

- *Ready to apply math and reading skills:* By the end of third grade, or about age 9, students should develop fluency in reading and understanding, and should have a solid foundation in numeracy.
- *Ready to think strategically:* By the early high school years — or roughly age 14, student should be be ready to tackle a rigorous and more diversified curriculum..
- *Ready for college and career training*: High school students should demonstrate career and college readiness through multiple measures. Beyond the academic knowledge or courses taken, they should demonstrate critical thinking, communication, collaboration and creativity — all skills that prepare them for postsecondary education or employment.
- *Ready to Contribute in Career and Community:* Graduates of Oregon's post-secondary institutions should be well prepared to be responsible and productive citizens in our communities.

For each learning stage, the Oregon Education Investment Board will define indicators of progress toward the desired outcomes. Not every student will move through these stages at the same pace; some will take more or less time. But our educational system — from early childhood through college and career — should ensure that learners keep progressing along the continuum, offering greater support or acceleration based on individual needs. Example: If we hope to achieve our high school and college completion rates by 2025, we may have to plan for scenarios in which ten percent of high school students take five years to graduate but as many as half of all high school students graduate in four years with a full year of college credits.

A focus on investing in critical leverage points, maintaining an openness to trying different approaches and learning from what does not work will move the state toward the 40/40/20 goal. Across the continuum, Oregon needs to learn more about what works and do more of it.

Achievement Compacts

Outcomes and measures of progress will serve as the cornerstones of achievement compacts that we envision between the state and each of Oregon's educational entities. These compacts will define the outcomes we expect for students, given our state investment.

Beginning with the 2012-13 school year, we propose to require that all 197 school districts, 19 education service districts, 17 community colleges, the Oregon University System and the Oregon Health and Sciences University enter into achievement compact in exchange for receipt of state funds, based on then current state appropriations. These achievement compacts will define the outcomes that each educational entity will commit to achieve in categories defined by the Board to track completion (e.g. diplomas and degrees), validation of knowledge and skills (e.g. state test scores) and connections to the workforce and civic society (e.g. career pathways), to be tracked with aggregate data for students in each of the learning stages identified above. The compacts will also express each educational entity's role and responsibilities across the educational continuum and attempt to quantify the entity's

DRAFT

completion targets to contribute to achievement of the state's overall 40/40/20 goals. In many cases, our educational institutions will want to enlist community support in achieving their compact goals, whether from non-profit service providers, health organizations, employers or others. Wraparound support and community opportunities can play a large role in helping every student succeed.

Representatives of Oregon's educational entities have worked with our Board to develop sample compacts for their districts and systems. Samples of compacts with K-12 schools, community colleges and the university system are contained in Appendix #.

Comment [s8]: APPENDIX: Sample compacts

We hope that these achievement compacts encourage collaboration not only among aligned levels of education, from pre-K through post-secondary, but also among like institutions. With so many students moving from one school district to another, or transferring among colleges, we need to integrate support and accountability for even highly mobile students.

The achievement compacts will be living documents, to be renewed and adjusted annually, that will constitute new partnership agreements between the state and the governing boards of its educational entities. These compacts will reflect a mutual effort to set goals and be accountable for results — the state for its commitment of funds and the educational entity for its use of those funds.

Comment [t9]: SIDEBAR: Colorado's new Unified Improvement Planning (UIP) process reduced the total number of separate plans required of schools and districts to a single plan combining the improvement planning components of state and federal accountability requirements. For Colorado, the process represents "a shift from planning as an 'event' to planning as a critical component of 'continuous improvement.'" The end goal of the process is to "Ensure all students exit the K-12 education system ready for postsecondary education, and/or to be successful in the workforce, earning a living wage immediately upon graduation." All schools and districts must engage in the UIP process.

With compacts in place next year, the 2012-13 school year will establish a baseline, in which goals are set, data are collected and results are compared to investments. Over time, comparisons will be made both within districts and between districts with similar student populations, with particular attention to achievement gaps for racial/ethnic, English language learners and economically-disadvantaged subgroups. School districts and post-secondary institutions that demonstrate success may be rewarded with increased flexibility in the form of freedom from state mandates and reporting requirements. But, for districts that fail to meet reasonable expectations of improvement and success, it is recognized that any reduction of state funding would penalize students and be counterproductive. For such districts, therefore, there will be systems of diagnosis, interventions and supports to be applied by the state and, potentially, more state direction over a district's budget. Supports could include help implementing best practices, peer-to-peer mentoring, leadership and professional development and capacity building. The role of local boards will be more important than ever with the use of achievement compacts, as those boards will be one-to-one partners with the state in goal setting, planning and problem solving.

Local control and mandate relief

The compacts will embody a "tight-loose" model. We will be tight on outcomes as investors of state dollars. But we will be loose in providing the flexibility our school districts and our institutions need to achieve better outcomes for all students–no matter their race, home language, disability or family income.

The state must resist the temptation to dictate policies and strategies for local districts or educational institutions — holding true to the "loose" aspect of the compacts. The Legislature in 2011 passed Senate Bill 800, eliminating the first round of least compelling mandates on school districts, and this year the Oregon Department of Education suspended the reporting

DRAFT

requirements of a host of laws collected in "Division 22" reports. While the school districts still must comply with the underlying laws, eliminating the reporting relieved administrators of the burdensome chore of paperwork, freeing significant time.

We anticipate and hope that a federal ESEA waiver will provide similar relief from federal requirements.

The Educational Enterprise Steering Committee, created by legislation in 2005, and the Oregon Department of Education are working to bring forward the next round of mandate relief, hoping to eliminate further requirements that — however well intentioned — can be a drag on innovation and stifle creativity at the local level.

Budget redesign

The Governor is directing executive agencies to approach the budget differently for the next biennium. Instead of presenting a current service level and add and cut packages, he is challenging each of the seven areas of state government to focus on outcomes and to create cohesive investment plans with a ten-year horizon. What kind of state do we want to live in? And how can we use the state's investment to get there?

These are exactly the conversations the Oregon Education Investment Board is embarking on in the area of education. The board will attempt to define and achieve a stable and sustainable baseline of funding to maintain the capacity of our schools and pre-K/early childhood programs in 2013-15 and thereafter. Low performance would not mean that base funding would be removed, but it could well mean greater state direction on how the money is budgeted. Higher performance brings greater flexibility, lower performance, greater direction.

Additional investments will be intended to provide incentives for innovation, the adoption of evidence-based best practices and higher performance. Investments might take the form of strategic grants to focus on particular learning stages or learner groups. The board might also propose shifting to performance grants, perhaps offering funding based on rates of students earning certificates or degrees, or the number of students who achieve English proficiency and exit from ESL programs. These are ideas to be fully discussed and vetted in 2012, as the Governor's 2013-15 budget proposal is developed and then presented for the Legislature's consideration.

While revamping the overall budget design, the Board does not want to lose sight of the potential for more efficient and effective education service delivery. Board members continue to see opportunities for shared services at the regional level — with school districts sharing central functions such as human resources, information technology, purchasing or other vital business operations. Educational Service Districts and K-12 school districts are interested in pursuing such opportunities, and the OEIB would like to be a catalyst for continuing improvement.

Strategy 3: Build System-wide Standards, Guidance, and Support

DRAFT

Developing a more effective public education system depends on the ability of the state to develop our own coherent framework to support this goal. We have many different agencies, task forces, committees, boards and executives — all of whom bring valuable expertise and resources to the effort. We must connect our existing resources, streamline our efforts and become more effective.

More than two dozen early childhood programs, for example, are scattered through a half-dozen agencies. The Early Learning Council proposes legislation for 2012 that will start to bring those programs together for greater coordination — but more important, for easier and expanded access for those families that need help the most.

In the K-12 and post-secondary arena, we must connect existing resources in the Oregon Department of Education, the Chancellor's Office, the Oregon Student Access Commission and the Department of Community Colleges and Workforce Development.

Through a coordinated effort under the OEIB and Chief Education Officer, the state will establish system-wide standards and assessment, a longitudinal data system, and coherent support and guidance.

Standards and assessment

Oregon is one of 45 states to adopt the Common Core Standards. We are also a leader in the "Smarter, Balanced Coalition" developing next-generation student assessments designed to support proficiency in content and higher level thinking skills, transition skills and academic behaviors. The assessment question is critical. A successful outcomes-focused system depends on identifying the right outcomes but then also having the tools to measure them.

In the short run, the achievement compacts for K-12 will be organized around data already available: OAKS scores, graduation rates, indicators of college-level work in high school. Over time, Oregon can improve our content-based summative assessments. We will in time replace OAKS with Smarter Balanced assessments. We will also need to develop local formative assessments to be used in our classrooms to evaluate evidence of student's proficiency, and which are normed at the state level using common rubrics and external validation.

When one asks Oregonians — not just educators or researchers — what outcomes matter most to them, they don't talk about a student's OAKS score. In fact, when the Board's staff posted a survey to solicit responses to this question, it attracted more than 6,000 responses from across the state. Overwhelmingly, respondents said the best indicator of student achievement was "Higher-level thinking skills (such as critical reasoning) and habits of success (such as persistence, collaboration, creativity)." Over time, we need to develop processes and instruments for understanding and reporting whether our students are making progress in these domains.

And as we pursue innovative assessments, there is one additional tool we need: surveys of next-level teachers, professors and employers. Only they can validate whether our students

DRAFT

are truly prepared as they move through the educational continuum and on to the world of work.

The longitudinal data system

The OEIB, in Senate Bill 909, is to provide an integrated, statewide, student-based data system. The first phase is to allow the state to monitor expenditures and outcomes to determine the return on statewide education investments. But the value goes beyond that macro-level accountability and investment function. As the system develops, the second phase should provide powerful new tools and data to support teaching and learning, and to provide information to students and parents.

As anticipated by legislators, Project ALDER in the Oregon Department of Education (and funded by the U.S. Department of Education) will help meet the requirements for this new, comprehensive data system.

Project ALDER envisions the creation of a prekindergarten through postsecondary education (PreK-20) data system and research function that will compile longitudinal student data (without student identities attached) from every level of education. This will allow the state to chart the progress of students with varying backgrounds and learning experiences as they enroll and complete programs. Student inputs and funding effects can be measured against student outcomes — delivering the "return on investment" called for in the legislation.

Kentucky is at the forefront of collecting education data and supporting educators in using the data to improve teaching and raise student achievement. As one example, the feedback from colleges about students' preparedness has high school teachers rethinking their practice, adding rigor and challenging students in new ways. Recent research has also highlighted the need to connect student information across institutions in higher education because of the increasing proportion of non-traditional students, who are more likely to attend part-time and enroll in multiple schools. States, like New York, that have restructured their programs to help students balance jobs and school have seen much higher graduation rates. In California, community colleges are shortening and redesigning developmental English and math courses based on longitudinal data that has found these remediation courses can serve as education dead ends rather than educational preparation for more rigorous degree course requirements.

The longitudinal data system is a critical tool that will help inform educators across each learning stage about the paths that lead to student success and help identify emerging trends, gaps and opportunities that must be addressed by state and local education policy makers and educators to achieve Oregon's education goals.

Guidance and Support

Under the new model, the state would shift its focus from compliance to improvement, offering new levels of guidance and support.

Comment [t10]: SIDEBAR: Kentucky is a national leader in collecting and sharing education data, pre-school through graduate school. Five years ago Kentucky started the Data Quality Campaign, an effort to make the student performance data it tracked since the 1990s more user-friendly. The resulting college and career-readiness feedback reports are a tool for superintendents, principals, guidance counselors, school board members, college administrators, parents and students to make decisions about education. Education Week notes some of the impacts: University professors and high school teachers are comparing notes about class expectations. Transition courses are being developed to help lagging high school students avoid remediation in college. Advanced Placement restrictions are being lifted to expose more students to college-level courses. The larger impacts — The percentage of college-going students has risen, and the need for remediation in college has fallen.

Comment [t11]: SIDEBAR: Oregon's Direct Access to Achievement (DATA) Project is an Oregon Department of Education initiative to teach educators how to use student achievement data to inform instruction. DATA provides training and coaching on unwrapping learning standards, creating common formative assessments, lesson plan design, and conducting "fidelity checks" on staff implementation of best practices. In Eastern Oregon's Canyon City, teachers at Humbolt Elementary analyzed student test results and identified a problem area — writing conventions. They discussed ways to improve students' skills, implemented a strategy for change, and then evaluated the results, using data to adjust their instruction. Halfway through the 2009-2010 school year teachers already had exceeded their annual goals for student improvement. In the Redmond School District data teams exist across all grade levels and subject areas. Between the 2006-2007 and 2008-2009 school years, OAKS data show a 16% gain in math and a 12% gain in language arts for all students; for students with disabilities, a 47% gain in both math and language arts. "We have teachers now who can't do their lesson plans without looking at their data," says Becky Stoughton, an Oregon DATA Project certified trainer. The DATA project is funded through a federal grant and currently is in its fourth and final grant year.

DRAFT

The state should become the broker and supporter of successful practices. Teachers need reliable and vetted resources proven to be effective with the learners in their classrooms, particularly those that are at risk for low achievement. For too long, educators in Oregon have been left without a central way to collaborate with other educators across the state facing common challenges. The state will promote collaboration, innovation, and critical thinking about practices by connecting educators with each other. The collection and distribution of a high-quality, comprehensive body of knowledge, expertise, and research on proven or promising practices would support an education system that continually improves itself.

The Oregon Department of Education could shift resources to support and facilitate regional improvement networks to engage higher and lower performing districts around professional development and continuous improvement. In postsecondary education, the Higher Education Coordinating Commission and the Taskforce on Higher Education Student and Institutional Support — both created by 2011 legislation — should identify and support best practices and guide and support improvements among Oregon campuses.

The state could support greater individualized learning and proficiency-based advancement. Students would earn credit for what they know and are able to do — for their mastery of content and skills -- rather than time spent in the classroom. In this vision, a transcript would reflect specific learning outcomes acquired, not merely courses completed.

Successful redesign and implementation will require work in three key areas: making the use of time a flexible variable rather than a controlling element; improving professional development; and developing and using formative assessment tools. The Oregon Department of Education already has been working to support this sort of individualized, proficiency-based learning. . . .

The state should build partnerships to provide wraparound services to students. Numerous state-provided social and health services—DHS, the courts, foster care, SNAP, welfare, child protection, behavioral health treatment— serve Oregon children. The support that learners receive — whether keeping them fed, housed, healthy and safe — make an enormous impact on their ability to learn.

Sometimes these related services, or their lack, become ready explanations for education failure. They should become bridges that reinforce learning in a seamless way, especially for children and families facing poverty, unstable family backgrounds, substance abuse, criminal records, and negative peer associations. Roughly 40 percent of Oregon's youngest children face such risk factors, and are far less likely to arrive in school ready to learn, and less likely to continue on to high school graduation and college. Providing the wraparound support should start early. Family resource managers could act as service brokers, in areas organized around elementary school boundaries.

For school-aged children, the challenge continues to find ways to ensure coordination of social and health services, linked to schools, to ensure the students' continued educational success. But we know the need is there, and we have some demonstrated success. For example, Oregon

Comment [t12]: SIDEBAR: Minnesota has regional support agencies comparable to Oregon's Education Service Districts. Beginning in 2012-13 Minnesota wants to reform these "co-ops" into Regional Centers of Excellence that will provide assistance and support on local levels. Minnesota envisions these centers being best-practice clearinghouses that place educators from effective schools and districts in rooms with educators from less effective schools and districts to learn from each other.

Comment [s13]: Ben – add a comment?

Comment [t14]: SIDEBAR: Passed by the 2009 Oregon Legislature, the Statewide Children's Wraparound Initiative (SCWI) integrates and streamlines state youth health care and education services to reduce costs and deliver better outcomes. A partnership between the Oregon Department of Human Services, the Oregon Health Authority, the Oregon Department of Education and the Oregon Youth Authority, the SCWI currently is focused on reducing the amount of time a child is in foster care with a multi-system approach to meeting the needs and capitalizing on the strengths of the child and family. SCWI was launched at three demonstration sites in July 2010: Mid-Valley WRAP, serving 180 youth in Linn, Marion, Polk, Tillamook, and Yamhill Counties; Rogue Valley Wraparound Collaborative, serving 100 youth in Jackson and Josephine Counties; and, the Washington County Wraparound Demonstration Project, serving 60 youth in Washington County. Early analysis shows significantly improved outcomes within 90 days of a child receiving services and supports. SCWI hopes eventually to serve all Oregon children in the care and custody of the state's child welfare system.

Healthy Kids has partnered with schools across the state to reach out to families to greatly expand health coverage. It can be done, and it should be a priority for the state.

DRAFT