EDUCATION ACHIEVEMENT COMPACT - DRAFT

This Achievement Compact is entered into by the State of Oregon, acting through the Oregon Educational Investment Board, and _____, an education entity, for school year 2012-13.

1. Oregon intends to develop one of the best-educated citizenries in the world. It has established in law the goal that by 2025, 100% of Oregon students will have earned an education degree that represents attainment of a quality education. Specifically, the state will achieve the following (known as 40/40/20) for Oregonians aged 25-34 in 2025: 40 percent of adult Oregonians will have earned a bachelor's degree or higher; 40 percent of adult Oregonians will have earned an associate's degree or postsecondary credential as their highest level of educational attainment; and 20 percent of all adult Oregonians will have earned at least a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of educational attainment. 40/40/20 must be achieved equitably, with Oregon's diversity equally well-represented in each stage.

2. Absent a significant change in policy and investment, Oregon is headed for 30/18/42 (and 10 percent dropouts) rather than 40/40/20. To achieve 40-40-20 by 2025, it is essential to create a trajectory for all education entities that is consistent with that goal.

3. The OEIB believes that in addition to establishing goals for high school and post-secondary completion, the State and education entities should establish goals for outcomes that represent <u>progress</u> towards completion and <u>connections</u> with other parts of the P-20 continuum and the workforce/society.

3. The goals established in this Achievement Compact express the trajectory of _____ towards 40/40/20. This Compact represents a <u>shared</u> commitment by the State and the education entity to achieve the ambitious goals contained herein.

4. Having established shared goals for learning outcomes, each party has responsibility for implementing the strategies that will ensure those outcomes are achieved. Education entities are obliged to adopt transformational practices, policies, and budgets. For its part, the State must (1) build a learning continuum, rather than a collection of disconnected institutional silos, (2) align funding with the levels, strategies, and practices that produce the necessary outcomes, experienced equitably, (3) ensure that Oregon's educators are well-prepared and well-supported, (4) remove barriers to local innovation, (5) identify, support, and, if necessary, intervene to improve struggling education entities, (6) research, identify and disseminate best practices, and (7) along with education entities and other partners, engage in <u>two-way communication</u> with the public about these efforts.

6. The results measured and data collected from education entities will enable the comparison of outcomes and progress within each district and between like education entities (those with similar student populations by demographic and socio-economic criteria) over time, as well as progress toward the 2025 goal.

7. It is the parties' goal to maximize the flexibility of the education service provider in achieving the desired outcomes, so long as acceptable progress is demonstrated. To that end, K-12 districts that are parties to Compacts in 2012-13 will not be required to file the state's Division 22 reports for that school year.

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