MEMO

Date: May 7, 2012

To: Oregon Education Investment Board

From: Margie Lowe

RE: Projects Update

Achievement Compacts Update

From K-12 and community colleges, we are fielding many calls and e-mailed questions about the data definitions and calculation methodology for the numbers that were included in the achievement compact prefilled data fields. Many districts are working to replicate the data and to build parallel data points for the current year, prior to setting targets for next year. A data analyst in one district reported,

> "The big picture here is all for historical data for 2011-12, which ODE has said is optional. However, if we don't pull this data, it makes the goal-setting process like pinning the tail on the donkey: without a basis. On the other hand, with the timeline being that we need to have data before May 29 to present to our Board, much of this year's information will, of necessity, be estimates based on estimates."

Approximately a dozen data validation concerns were registered on the ODE site; one concern has already been found to be an error and revised data was sent to all impacted districts last Friday. Another validation concern came in from a district that had discovered they had incorrectly assigned students to certain graduation cohorts; they are in the process of correcting these records. All validation concerns should be able to be addressed in a much shorter time frame than was initially expected.

The report from OUS indicates that their targets are being based on data estimates provided by the Chancellor's Office, with updates and modification from each of the universities. This practice continues a process that has been in place for several years between the Chancellor and the seven university presidents.

At a recent COSA superintendents meeting, many expressed concern about the 104 data points that will need to be completed for the 10 K-12 goals although one superintendent shared that the number could be reduced by 20 percent if agreement could be reached on a single measure of high school completion. Two-thirds of the district representatives in attendance reported that they intend to include at least one local priority in their compact, with the most frequent local priority being kindergarten readiness. When asked how conservative or ambitious they expect their districts to be in setting targets for next year, almost 70 percent reported "Very Conservative (little or no growth)" and 27 percent reported "Conservative (modest growth)". Funding realities colored the perspective of districts as they deal with

furlough days/shorter school calendars, staff reductions and restructuring and employee morale issues.

Project ALDER and Planning for the State Longitudinal Data System

The OEIB and the Oregon Department of Education will be selecting a contractor to plan the next phase of the unified longitudinal data system. Project ALDER has been built collaboratively across the education system agencies largely with federal funds. The current expansion and its funding are expected to be completed by the end of 2014; state funds will be needed for the maintenance, operations, and growth of these data systems as well as new enhancements that will further the use of education data for instruction, research, policy, funding, and other critical purposes. Research is needed to determine: 1) current maintenance costs associated with the SLDS, 2) appropriate next steps for the SLDS, and 3) funding required to expand the SLDS, 4) other education data systems gaps and needs. The achievement compact development is also helping to identify system gaps and needs that could be addressed by a more integrated system. The expected cost of this research is estimated to be $100,000 (shared equally between the OEIB and ODE) with the project deliverables due by mid-September.

NCHEMS ROI Project Update

NCHEMS staff is working with data staff from each education agency to collect the needed data required for developing the ROI tool. The project is on schedule to be shared with the Board at its June meeting. They are also working with the postsecondary education sectors to build trajectories for degree completion; the preliminary data for that work will be sent this week for review by the data staff.