

September 10, 2013

1-5pm

Oregon State Capitol

900 Court Street, NE

Salem, OR 97310

HR F

[Meeting Audio](#)

Materials packet includes:

Meeting Minutes

Agenda

Learning Collaboratives in Health Care Transformation - Oregon Health Authority

OEIB's Regional Achievement Collaborative Initiative

2013-15 Strategic Plan Work plan with Interim Outcomes

OEIB Subcommittee rosters

Proposed Subcommittees of the Oregon Education Investment Board, 2013-15

Collection of Evidence - Six-Month Outcomes for Nancy Golden

Interim Chief Education Officer 6-month Outcomes

Proposed charge to the Higher Education Coordinating Commission Redesign of state financial aid

Public testimony

Laura Paxson Kluthe

Letter from Steve Buel / Tom Olson

Letter in response to Steve Buel / Tom Olsen letter

Document included with response letter to Steve Buel / Tom Olsen

Conditions Report - Chalkboard Project

OREGON EDUCATION INVESTMENT BOARD

Tuesday, September 10, 2013

Oregon State Capitol, HR F

900 Court Street, NE

Salem, OR 97310

1:00-5:00 pm

[LINK TO AUDIO](#)

OEIB Members Present

Yvonne Curtis; Mark Mulvihill, Alternate Chair; Samuel Henry; Johanna Vaandering; Nichole Maher; Dick Withnell; David Rives (phone); Ron Saxton (phone); Samuel Henry; Mary Spilde (phone)

Advisors Present

Rob Saxton; Jada Rupley; Vikki Chamberlain; Gerald Hamilton; Melody Rose; Bob Brew

Members/Advisors Excused

Gov. John Kitzhaber; Matt Donegan; Kay Toran; Iris Bell;

Staff/Other Participants

Nancy Golden - Interim OEIB Chief Education Officer

Ben Cannon -Governor's Office

Lisa Van Laanen – OEIB Chief of Staff

Whitney Grubbs – OEIB Staff

Hilda Rosselli – OEIB Staff

Dr. Doris McEwen – OEIB Staff

Kristin Gimbel – OEIB Staff

Mark Lewis – OEIB Staff

Seth Allen – OEIB Staff

Agenda

1. Welcome, Introductions and Roll Call

Alternate Chair Mark Mulvihill gavel in AT 1:05AM and roll is called.

2. National Education Association

President Dennis Van Roekel

3. Approval of Meeting Minutes, [July](#) and [August](#)

MOTION: Julia Brim-Edwards moves to approve the meeting minutes from July and August.

Dr. Samuel Henry seconds the motion. The motion passes unanimously.

4. Learning Collaborative in Health Care

Cathy Kaufmann. Director, OHA Transformation Center

[Presentation](#)

5. Regional Achievement Compact Update

Whitney Grubbs

[Document](#)

6. Conditions of Oregon Education

Aimee Craig, Communication Director, Chalkboard Project

[Presentation](#)

7. 6-Month Strategic Plan Review

- Review [Strategic Plan work plan](#)

- Subcommittee review and recommendation [document](#)

8. Personnel Management and Oversight subcommittee update

- Discussion regarding 6-month CEEdO deliverables

[Interim Chief Education Officer 6-month Outcomes](#)

[Collection of Evidence – Six month outcomes for Nancy Golden](#)

9. Charge to HECC on Redesign of the Oregon Opportunity Grant

Ben Cannon

[Document](#)

MOTION: Dr. Yvonne Curtis moves to adopt the proposed Charge to the Higher Education Coordinating Commission on Redesign of the Oregon Opportunity Grant. Dr. Samuel Henry seconds the motion. One dissenting vote from Nichole June Maher. The motion passes.

10. Agency Updates:

- Oregon University System, Dr. Melody Rose

- Oregon Student Access Commission, Bob Brew

- Oregon Department of Education, Rob Saxton

- Department of Community Colleges and Workforce Development, Gerald Hamilton

11. Public Testimony

There was no public testimony.

Letter from Laura Paxson Kluthe ([doc](#))

Letter from Save Our Schools, Steve Buel and Tom Olson ([doc](#))

- Letter in response ([doc](#))

12. Adjournment

Alternate Chair Mark Mulvihill adjourns the meeting at



OREGON EDUCATION INVESTMENT BOARD

Tuesday, September 10, 2013

1pm – 5pm

Oregon State Capitol, HR F
900 Court Street, NE
Salem, OR 97310

Video Streaming [HERE](#)
(Click on HR F)

JOHN KITZHABER
Governor of Oregon
OEIB Chair

JULIA BRIM-
EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE JUNE
MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE
Chair-Designee

KAY TORAN

JOHANNA
VAANDERING

DICK WITHNELL

*Interim Chief Education
Officer*
NANCY GOLDEN

AGENDA

1. Board Welcome and Roll Call
2. National Education Association – President Dennis Van Roekel
3. Approval of Minutes from July and August board meetings
Action Item
4. Learning Collaboratives in Health Care
Cathy Kaufmann, Director, OHA Transformation Center
5. Regional Achievement Collaborative Update – Whitney Grubbs
6. Conditions of Oregon Education – Report by Chalkboard Project
Aimee Craig, Communication Director
7. 6-Month Strategic Plan Review
 - Review Strategic Plan work plan – *Action Item*
 - Subcommittee review and recommendation
8. Personnel Management and Oversight subcommittee update
 - Discussion regarding 6-month CEEdO deliverables
9. Charge to the HECC on Redesign of the Oregon Opportunity Grant
Action Item – Ben Cannon
10. Agency Update
 - Oregon University System, Dr. Melody Rose
 - Oregon Student Access Commission, Bob Brew
 - Oregon Department of Education, Rob Saxton
 - Department of Community Colleges and Workforce Development, Gerald Hamilton

11. Public testimony

12. Adjournment

***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](#). 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. Requests for accommodation should be made at least 48 hours in advance.

The Transformation Center

*Cathy Kaufmann, MSW
Director*

The logo for the Oregon Health Authority is centered within a light blue, curved banner. It features the word "Oregon" in a smaller, orange, serif font positioned above the "Health" part of the word "Health Authority". "Health" is written in a large, dark blue, serif font, and "Authority" is written in a smaller, orange, serif font below it. A thin blue horizontal line is positioned under the "Health" text, extending from the left edge of the "H" to the right edge of the "t".

Oregon
Health
Authority

Why a Transformation Center?

- To support Health System Transformation, OHA needs to transform itself, too.
 - Move beyond just regulating CCOs. Be a supportive partner in transformation and the spread of innovation.
 - Transformation Center will operate as OHA's hub for innovation and improvement, but will also help the agency see where it needs to transform internally.
- There is a need for a central organizing office to help CCOs increase the rate and spread of innovation needed to achieve the triple aim (better care, better health, lower costs).
 - Our role is not to be the experts but to help good ideas travel faster.
 - The implementation of any innovation is the result of a social process: people talking to people

Our goals:

- Champion and promote health systems transformation in partnership with CCOs, providers and communities.
- Build an effective learning network for CCOs.
- Foster the spread of transformation beyond Medicaid.
- Ensure state agency operations, policies and procedures support transformation.

What will the Center do?

- Improve OHA operations and policies to better support the goals of transformation
- Innovator Agents
- Transformation Fund grants
- Learning collaboratives
- Innovation Bank
- Technical assistance
- Conferences and workshops
- Communications, outreach and networking
- Council of Clinical Innovators
- Help disseminate clinical guidelines
- Support efforts aimed at CCO and Early Learning Hub alignment

Innovator Agents

- High-level OHA positions that are embedded in the CCO community.
- Serves as a single point of contact for the CCOs with the agency and helps bust bureaucracy within OHA.
- Support the CCO as it implements its transformation plan
 - Act as champions of change not regulators.
- Connect regularly with other Innovator Agents to shared best and emerging practice and for shared problem solving.

Learning Collaboratives

- The learning collaboratives enable CCOs to share best and emerging practices as well as do shared problem solving:
- Participation in one statewide learning collaborative is required in contract and our waiver – others are voluntary.
- Initial learning collaboratives for:
 - CEOs
 - Medical Directors and Quality Improvement Coordinators
 - Community Advisory Council members
 - Also convening a collaborative focused on high risk, high utilizers.

Council of Clinical Innovators

- The Center will develop a Council of Clinical Innovators:
 - 10-12 providers who can serve as advisors and champions for the implementation of key innovations in the delivery and coordination of care.
 - Will build upon strong partnerships created during the development of the coordinated model of care with Oregon's physician, specialty and other provider associations to spread transformation.

More information at:

transformationcenter.org

Questions?

OEIB's Regional Achievement Collaborative Initiative

Fostering Collaboration to Enhance Educational Outcomes across the P-20 Continuum

Introducing the Regional Achievement Collaborative Initiative

Achieving our educational goals requires engaging communities beyond the classroom. The Oregon Education Investment Board (OEIB) has launched the Regional Achievement Collaborative Initiative (RAC) to forge connections that increase educational outcomes.

Each Oregon school district, community college and university has an individual achievement compact with the OEIB setting goals for improving key outcomes, such as third grade reading, 9th grade on track, graduation rates, college enrollment, and closing achievement gaps. RACs bring leaders from across the continuum of P-20 educational entities together with public, civic and private partners.

We have learned in the health care transformation work that regional, ground-up strategies are incredibly powerful. With this project, we hope to build shared accountability and a model for innovative problem-solving that will lead to better outcomes for Oregon kids.”
—Governor John Kitzhaber

Pooling their unique perspectives and resources to identify and address cross-cutting issues, RACs collaboratively implement projects and build partnerships that will improve student outcomes across the continuum. RACs will be:

- **Sustainable**, with the organizational capacity to support lasting effort
- **Accountable**, with clear metrics that identify outcomes and measure impact
- **Connected** to members across the P-20 continuum and multi-sector stakeholders, and linked to other efforts regionwide
- **Action oriented**, with a focus on projects that enhance education in the region



Investing in Regional Achievement Collaborative Pilots

OEIB investments will build critical organizational infrastructure for an effective RAC and statewide system. OEIB has a three-pronged approach to invest in RAC pilots statewide in 2013-2014:

Build capacity through direct funding and organizational support to expand RAC infrastructure and take RACs to the next level.

Foster learning networks to share expertise, strategies and best practices to build a statewide system for educational advancement.

Provide collaborative support through the Oregon Solutions Network, including stakeholder engagement, organizational development, consensus building, consultation and training.

“This pilot provides a great opportunity to hear about successes and barriers from the ground up, and to create a policy and investment strategy that can move the whole state toward our goal of higher attainment for all students by 2025.”
—Dr. Nancy Golden, Interim Chief Education Officer

Contact for information

Whitney Grubbs, Policy Advisor, Oregon Education Investment Board, 503-881-4203,
whitney.grubbs@state.or.us

Laurel Singer, Oregon Solutions Network,
503-725-8224, laurels@pdx.edu

Regional Achievement Collaboratives

ConnectED Lane County

The All Hands Raised Partnership *(Multnomah County)*

The Eastern Oregon Collaborative *(Umatilla, Morrow & Union Counties)*

College Ready *(Tillamook County)*

Southern Oregon Success *(Jackson & Josephine Counties)*

Poverty to Prosperity *(Malheur, Harney & Baker Counties)*

Mid-Willamette Valley Regional Achievement Collaborative *(Yamhill, Marion & Polk Counties)*

Central Oregon Better Together *(Central Oregon / Cascades)*

Douglas County Partners for Student Success

Klamath Promise Initiative

Columbia Gorge Regional Center of Innovation

Mid-Valley-Mid-Coast Partnership *(Lincoln, Linn and Benton Counties)*

Oregon Education Investment Board		2013-15 Strategic Plan Work plan with Interim Outcomes	
OBJECTIVES	OUTCOMES (Interim Outcomes by Feb 2014)	PRIMARY RESPONSIBILITY	
OEIB Objective #1: COMPLETE DESIGN AND IMPLEMENTATION OF P-20 STRUCTURE			
Governance and state agency structure supports seamless P-20 system		P-20 Governance System Completed	All Agencies
OEIB functions as stand-alone agency	Positions filled; duties clarified; administrative systems and financial structures in place	OEIB	
Ongoing systems of communication / alignment across P-20 agencies	P-20 cabinet developed; organization structures clarified	OEIB	
Higher Education Coordinating Council prepares for expanded duties / authorities	Executive Director appointed; agency operational; alignment and clear relationship with OEIB	OEIB / HECC	
Create Early Learning & Youth Development Divisions in ODE	Transition complete	ODE (YDD, ELD)	
Implementation of Early Learning Hubs	RFP issued & technical assistance provided; first round of hubs selected; learning collaboratives launched; report to legislature	ELD	
TSPC/ODE data and strategies are aligned	Database complete; alignment & communication strategy	OEIB / ODE / TSPC	
Aligned learning standards and system of assessments across P-20		Standards & Assessments Aligned Across P-20	All Agencies
Implementation of early learning standards	Plan complete	ELD	
Statewide implementation and use of Kindergarten Assessment	Assessment selected; training & communication plan developed; 100% of school districts offer K Assessment; initial data review on participation rate; develop plan for how to utilize data	ELD / ODE	
Implementation of Common Core State Standards and assessments	CCSS implementation plan updated; Network funds distributed; SBAC pilot launched	ODE	
Alignment of learning standards, assessments and credentials	Work w/ ODE, CCWD and OUS to map current alignment and implementation efforts, prioritize and create a focused 2-year plan for aligned standards & assessments	OEIB	
Lead cross-agency CCR workgroup in creating state plan and definitions for college & career readiness	Common definition of college & career readiness adopted; CCR Action plan developed	OEIB	
Functional P-20 longitudinal data system developed		Functional Data System (Phase 1) with Plan for Phase 2	All Agencies
Purpose and intended functionality of longitudinal data system approved by legislature	Business case developed	OEIB	
Early learning database	Transition to ODE; plan for early learning data system	ELD	
Postsecondary Data for Accountability (D4A) database	Operational	CCWD / OUS	

OBJECTIVES	OUTCOMES (Interim Outcomes by Feb 2014)	PRIMARY RESPONSIBILITY
OEIB Objective #2: DESIGN AND IMPLEMENT HIGH-IMPACT, COST-EFFECTIVE INITIATIVES THAT IMPROVE ACHIEVEMENT FOR ALL STUDENTS		
Ready for School	Increase in number of children ready for K (by 20%)	ELD
Development of Tiered Quality Rating & Improvement System	Baseline number of quality childcare settings identified; launch parent & community engagement efforts in support of quality care and education	ELD
Implement Early Learning Innovation Fund	Advisory group convened; funds distributed; report to legislature	ELD
Ready to Apply Math & Reading Skills	Increase in number of 3rd graders reading at grade level by 15%	OEIB / ELD
Implement statewide literacy campaign	Plan developed w/ stakeholder input; campaign launched	OEIB
Implement Oregon early reading initiative	Funds distributed; report to legislature	ELD
On Track to Earn a Diploma	Increase in number of students who demonstrate proficiency in math and science in Middle School by 15%; at least 85% of students will be on track for graduation by the end of 9th grade	ODE / YDD / OSAC
Implement STEM and CTE Opportunities for Underserved Youth	Funds distributed; report to legislature	ODE
Implement Post-Secondary Aspirations Initiative (Mentoring, Monitoring, Transitions)	Funds distributed; report to legislature	ODE / OSAC
Implement YDD initiatives & Youth Gang Prevention	Continuing to transition for 2013-2014 Fiscal Year (funding remains with counties until July 2014)	YDD
Ready for College & Career Training	Increase in five-year cohort graduation rate by 5 points; at least 65% of students who graduate HS earned nine or more college credits; increase in post-secondary enrollment of underserved students by 10%	OEIB / ODE
Develop STEM Council and STEM Investment Fund	Appoint council; adopt charter; develop Oregon STEM plan	OEIB
Implement Connecting to the World of Work Initiative	STEM Network created; funds distributed; report to legislature	OEIB / ODE
Accelerated learning and dual credit initiatives	Accelerated Learning Task Force report to legislature; implement dual credit & Eastern Promise Initiatives	OEIB / ODE
Ready to Contribute in Career and Community	Number of students who graduate from Oregon education system and are employed within 12 months	HECC / CCWD / OSAC
Redesign 11-14	Map current efforts, prioritize and create recommendations for redesign of funding and delivery for grades 11-14, including developmental education	OEIB / HECC / CCWD

Oregon Education Investment Board		2013-15 Strategic Plan Work plan with Interim Outcomes	
OBJECTIVES	OUTCOMES (Interim Outcomes by Feb 2014)	PRIMARY RESPONSIBILITY	
Career pathways	Certificate of Completion in progress	CCWD	
Ensure Oregon Opportunity Grant is aligned with 40-40-20 Goal	Develop initial recommendations for distribution	HECC / OSAC	
Supported Professional Educators	Increase in projected number of PK-12 educators who are non-white, Hispanic, or non-Native English by 10%; increase educator satisfaction with professional support; levels of employer satisfaction with new teachers prepared in OR increases 30%	OEIB / ODE / TSPC	
Develop Network for Quality Teaching & Learning	Identify Network partners; launch workplace conditions survey	OEIB / ODE	
Launch professional development and educator quality initiatives	First round funds distributed; report to legislature	ODE	
Create and implement statewide plan for recruitment	Plan created; first round funds distributed	OEIB	
Implement teacher and educational assistant licensure pathways	Report to legislature	OEIB / TSPC	
Oversee preparation of Minority Teacher Act report	Develop plan to collect additional required data	OEIB	
Launch professional development initiatives for early educators	Develop plan to increase early childhood educators who achieve AA or higher on OR Registry by 30%	ELD	
Address equity and create learning environments that address needs of all learners	Decrease achievement gaps in outcomes by 5%; increase ELL students reading at grade level by 5th grade by 75%; at least 75% of Priority and Focus schools will achieve growth for all students and for subgroups greater than the state average	All Agencies	
Implement equity lens across P-20 system	Equity Lens adopted by all P-20 Boards / Commissions; lens applied to strategic investment implementation	OEIB	
Support strategies and models designed to close achievement gaps	Achievement gap plan developed w/ stakeholder & expert input; initial distribution of funds; report to legislature	ODE	
Implement parent engagement and education in early learning and literacy	Coordinate with parenting hubs; begin implementation early literacy initiative and Race to the Top	ELD	
Develop Office of Education Equity at ODE	Office fully staffed and reorganization complete	ODE	
Implement state English Language learner plan	Create implementation timeline; initial distribution of funds; report to legislature	ODE	
Support improvement in focus and priority schools	All focus and priority schools have implemented Continuous Improvement Plans	ODE	
Ensure equity across post-secondary	Identify best practices; recommend strategic initiatives	HECC / CCWD / OUS	

Oregon Education Investment Board		2013-15 Strategic Plan Work plan with Interim Outcomes	
OBJECTIVES	OUTCOMES (Interim Outcomes by Feb 2014)	PRIMARY RESPONSIBILITY	
OEIB Objective #3: ADOPT STRONG POLICY FRAMEWORK			
Implement policies to support student success	Strong policies analyzed, introduced and passed	All Agencies	
Create OEIB Policy & Research Unit	Hire Director; develop organizational strategy and build research partnerships; research agenda developed	OEIB	
Engage Regional Achievement Collaboratives in identifying policies to support student success	Hold initial policy learning collaborative	OEIB	
Secure adoption of legislative and administrative policy agenda	Engage boards / commissions in adopting rules to support initiatives; develop and build support for 2014 legislative agenda	All Agencies	
Provide "Tight-Loose" Direction	System accountable to outcomes with flexibility to innovate; at least 80% of educators, students, and families surveyed report accountability system as useful	OEIB / ODE	
Use Achievement Compacts to align education institutions to key outcomes	Develop common purpose statement; receive all 2013-14 achievement compacts; analyze and share results	OEIB	
Implement NCLB Waiver	Submit request for continuing waiver	ODE	
Remove barriers and limit mandates	Report from ODE on current mandate relief efforts; create recommendations	OEIB / ODE	
Develop strong partnerships and accountability across P-20	Analyze state authority re: support and interventions; developing accountability plan for state and institutional success	OEIB	
Develop accountability system for educator preparation institutions	Complete initial plan; institute common evaluation rubric	OEIB	
OEIB Objective #4: CREATE OUTCOMES-BASED BUDGET, ALIGNED TO INITIATIVES			
Invest in key student outcomes	State and local budgets are outcome-based; 100% of key initiatives are examined for impact and ROI	OEIB / ODE	
Create return on investment model	Create plan for completing ROI tool	OEIB	
Analyze impact of current strategic investments	Evaluation plans developed; first report to legislature	ODE	
Create recommendations for strategic initiatives tied to key outcomes	Provide initial strategic investment recommendations for 2015-17	OEIB	

Oregon Education Investment Board		2013-15 Strategic Plan Work plan with Interim Outcomes	
OBJECTIVES	OUTCOMES (Interim Outcomes by Feb 2014)	PRIMARY RESPONSIBILITY	
Recommend state support funding mechanisms that support improved student outcomes	Lead K-12 Task Force on School Funding; direct development of outcomes-based distribution model for post-secondary	ODE / OEIB	
Strong strategic plan with outcomes and metrics	Strategic plan and metrics are monitored at least biannually, and updated and shared at least annually; multi-year strategic plan and metrics for 2015 and beyond is created	OEIB	
Current strategic plan operationalized	Strategic plan revised; work plan developed and adopted; scorecard developed and presented quarterly to Board	OEIB	
5-year strategic plan developed	First draft multi-year strategic plan	OEIB	
OEIB Objective #5: WORK TO BUILD AN ENGAGED AND MOTIVATED PUBLIC			
Create channels of two-way communication with stakeholders and public to build excitement, understanding of strategies and opportunities for engagement	At least 85% of stakeholders feel "adequately informed"; at least 90% of stakeholders report having adequate opportunities to provide input; number of underserved families who engage meaningfully in their child's education is no less than 50%*	All Agencies	
Create strong, multi-faceted communication plan	Hire Director of Communications; complete plan and begin operations	OEIB	
Develop key communicator network	Map key communicators; hold 6 forums across state to engage leaders; educate editorial boards	OEIB	
Engage and activate diverse communities	Map current efforts; create plan for engagement; engage community organizers and diverse leaders	OEIB / ODE	
Engage and activate families and students	Create student advisory group /regularly engage diverse communities, students and families	OEIB	
Support learning organizations in creating strategies, tools, and practices to engage their communities	85% of education institutions report that the created tools and processes have been useful in engaging their communities	OEIB	
Pilot Regional Achievement Collaboratives	Pilots selected; funds distributed; kick-off convening held; statewide learning collaborative developed	OEIB	
Develop tools and processes for communicating	Launch new website; launch OregonLearns through OBC; create communication toolkit for key stakeholders	OEIB	

Oregon Education Investment Board Subcommittees

Governance & Policy

Matt Donegan, Chair
Mary Spilde
Julia Brim-Edwards
Ron Saxton
*Pam Curtis

Best Practices & Innovation

Yvonne Curtis, Chair
Nancy Golden
Mark Mulvihill
Kay Toran
David Rives
*Kim Williams
*Lynne Saxton

Equity & Partnerships

Nichole Maher, Chair
Governor John Kitzhaber
Julia Brim-Edwards
Samuel Henry
*Harriet Adair
*Janet Dougherty-Smith

Personnel Management and Oversight

Julia Brim-Edwards, Chair
Kay Toran
Dick Withnell

Growth & Results

Dick Withnell, Chair
Hanna Vaandering

**Representatives from the Early Learning Council*

Proposed Subcommittees of the Oregon Education Investment Board, 2013-15

Draft for OEIB Consideration, 9/10/13

Governance & Policy: Recommend Disbanding and Reassigning Members

- **Membership:**
 - Matt Donegan, Chair
 - Mary Spilde
 - Julia Brim-Edwards
 - Ron Saxton
 - Pam Curtis (ELC)

Best Practices & Student Transitions (formerly Best Practices & Innovation)

- **Purpose:** To recommend a research and policy agenda that supports student success, with particular focus on transition points such as entry into Kindergarten, K-12 transitions, and high school to post-secondary and career.
- **Suggested Foci:**
 - Participate in development of OEIB research agenda
 - Make recommendations re: communication, best practices and evaluation of Kindergarten assessment data
 - Support development of focused, prioritized plan for alignment of standards, assessments and credentials across P-20
 - Create an 11-14 policy agenda, including recommendations re removing policy and supporting outcomes-based funding models
- **Membership:**
 - Yvonne Curtis, Chair
 - Mark Mulvihill
 - Kay Toran
 - David Rives
 - Kim Williams (ELC)
 - Lynne Saxton (ELC)

Equity & Partnerships

➤ Purpose:

To ensure the work of the OEIB and the state education enterprise is focused on meeting the diverse needs of every Oregon learner and supports a vision of education equity and excellence for all.

➤ Suggested Foci:

- Monitor and support implementation of the Equity Lens
- Provide a highly visible platform for engagement from voices representing communities of color, non-Native English speakers, families in poverty, and disengaged youth.
- Develop policy recommendations aimed at improving accountability and services to disengaged youth
- Develop policy recommendations aimed at incenting and elevating parent, family and student engagement in education

➤ Membership:

Nichole Maher, Chair
Governor John Kitzhaber
Samuel Henry
Julia Brim-Edwards
*Harriet Adair
*Janet Dougherty-Smith

Personnel Management and Oversight (replaces the Management Subcommittee)

➤ Purpose: To ensure process and procedures are in place to support the OEIB in hiring and management of the Chief Education Officer

➤ Foci:

- To ensure systems for oversight and approval for Chief Education Officer
- To develop and conduct an evaluation process for the interim Chief Education Officer
- To develop and conduct a process for hiring a permanent Chief Education Officer

➤ **Current Membership:**

Julia Brim-Edwards, Chair
Kay Toran
Dick Withnell

➤ **Former Membership of Management Subcommittee:**

Julia Brim Edwards, Liaison to the Governor
Hanna Vaandering
Samuel Henry
Mary Spilde
Kay Toran

Outcomes & Investments (formerly Growth & Results)

➤ **Purpose:**

To focus state and local investment on OEIB-adopted outcomes and to track the state's progress toward the 40-40-20 Goal.

➤ **Suggested Foci:**

- Develop framework for analyzing achievement compact at all levels
- Examine and understand the state's trajectory to 40-40-20
- Recommend a tool or methodology for analyzing return on investment
- Monitor implementation and results from strategic investments
- Recommend strategic investments for the 2015-17 biennium

➤ **Membership:**

Dick Withnell, Chair
Hanna Vaandering

Collection of Evidence

Six-Month Outcomes for Nancy Golden - September 2013

Building Trust and Enthusiasm with Key Stakeholders

Tirelessly worked to build trust and enthusiasm for the Oregon Education Investment Board by:

- **Meeting with Key Stakeholder Groups**
 - The *Oregonian* and *Statesman Journal* Editorial Boards
 - Confederation of Oregon School Administrators (COSA)
 - Oregon School Boards Association (OSBA)
 - Oregon Education Association Board Members
 - Oregon Business Council (OBC)
 - Northwest Regional Lab
 - African Community in Multnomah County: An Unsettling Profile
- **Growing Communications with Schools, Universities and Community**
 - Attended Higher Education Coordinating Commission (HECC) Board Meeting
- **Meetings with State Legislators who Serve as Leaders in Education**
 - Met with Senator Johnson, Representative Komp, Representative Dembrow and Representative Gelser
 - Scheduling meetings with Senator Monroe, Senator Edwards, Representative Huffman and Senator Starr

Adopting Strong Policy Framework

In an effort to implement policies to support student success, worked to keep the OEIB board engaged, informed & focused by:

- **Developed the OEIB Strategic Plan for 2013-14**
- **Developed Final 6-Month Outcomes for CE&O**
- **Developing P-20 structures** including a P-20 Cabinet to ensure that their strategic plans are aligned with the OEIB, develop a clear system of cross-agency communication and identify barriers to be eliminated
- **Funded the Regional Achievement Collaboratives**, planned kick-off & organized learning collaborative structure
- **Established weekly meetings** with the OEIB staff
- **Set to launch a weekly communication** to the board and Key Communicators

Connecting with Key Partners, Presenting to Key Organizations and Visible in Schools, Universities and Communities

To an effort to channel two-way communication with the public and build excitement and understanding of OEIB strategies I have:

- Presented at the Oregon Department of Education (entire staff orientation)
- Presentation to all Salem-Keizer Administrators
- Created, in collaboration with OSBA, a video that allows communication through the OSBA website.
- Meeting with OEA board members
- SW Oregon Leadership Conference (keynote speaker)

In addition, I am scheduled to participate in the following events during the coming months:

- KATU “Your Voice Your Vote” Interview
- Oregon Arts Commission (Panel Speaker)
- League of Women Voters (Keynote Speaker)
- Eastern Oregon Tour
- All Hands Raised in Portland
- Portland City Club (Keynote)
- Oregon Learns Community Outreach
- American Association for Women in Community Colleges (Speaker)
- Lane Community College Fall Inservice (Keynote)
- OEA: Teachers Transforming Teaching (Opening remarks)
- Oregon Business Association Board Retreat Eugene Metro Rotary (Speaker)
- Partners in Diversity (Speaker)
- Oregon Community College Association Annual Conference (Speaker)
- Springfield Relief Nursery Ribbon Cutting (Speaker)
- Organize International Women’s Forum Education Salon

Strategic Hiring for Success

To assist in meeting the key responsibilities of the OEIB, hired the following individuals:

- **David Edwards**, *Director of Research & Policy*
- **Mark Lewis**, *STEM Director*
- **Kristin Gimbel**, *Communications Director*
- **Peter Tromba**, *Statewide Longitudinal Database Lead*

Recommended hiring of the HECC Executive Director. Convened interview committee, conducted interview process and made recommendations to Governor Kitzhaber.

Oregon Education Investment Board

Interim Chief Education Officer 6-month Outcomes

OEIB Objective #1: COMPLETE DESIGN AND IMPLEMENTATION OF P-20 STRUCTURE

Governance and state agency structure supports seamless P-20 system	BY AUG 31, 2013	BY SEPT 30, 2013	BY OCT 31, 2013	BY NOV 30, 2013	BY JAN 31, 2014
OEIB functions as stand-alone agency	Assessment of administrative systems compete (HR, communications, facilities, policies & procedures); staffing plan complete; Chief Education Officer outcomes and deliverables identified and presented to OEIB Management Subcommittee	Administrative systems strengthened; sound financial structures in place	First quarter budget to actuals reviewed; staffing plan implemented and hiring complete; organizational structure complete	Employee evaluation system developed, including a process for direct reports to select two key outcomes they will be accountable to reach	Direct reports select key outcomes for evaluation process; second quarter budget to actuals reviewed
Ongoing systems of communication / alignment across P-20 agencies	P-20 Cabinet developed and convened	Clear system of cross-agency communication developed; reporting and authorities across agencies clarified	P-20 Cabinet meets regularly with clear alignment and communication	Key elements of agency strategic plans aligned with OEIB strategic plan	Legislative session policy agenda and protocols developed
Functional P-20 longitudinal data system developed	BY AUG 31, 2013	BY SEPT 30, 2013	BY OCT 31, 2013	BY NOV 30, 2013	BY JAN 31, 2014
Oversight of development of business case	Data system business case project manager hired	Scope of work, which will include plan for creating a comprehensive system for accessing and analyzing longitudinal data, developed;	Stakeholders and legislative fiscal office engaged in plan development	First draft of business case developed; process for finalizing adopted	Business case complete and ready for presentation to legislature

OEIB Objective #2: ADOPT STRONG POLICY FRAMEWORK

Implement policies to support student success	BY AUG 31, 2013	BY SEPT 30, 2013	BY OCT 31, 2013	BY NOV 30, 2013	BY JAN 31, 2014
OEIB board engaged, formed and focused	Individual interviews with each board member to collect feedback and recommendations; board planning meeting; key roles of board clarified	Weekly communication with board developed; board meeting agendas provide clear link to strategic plan; subcommittees established	Website provides clear information about board members and actions; board members participate in community forums	Board engaged in development of 2014 policy agenda	Board informed and engaged in supporting passage of legislative agenda
Coordinate OEIB Policy & Research Unit	Create position description for Director of Policy & interview candidates	Hire Director of Policy & Research; oversee creation of position descriptions and identification of key research partners	Oversee development of organizational strategy and research partnerships	OEIB research agenda developed	Interim reports to legislature on strategic initiatives complete
Engage Regional Achievement Collaboratives in identifying policies to support student success	Select collaboratives	Oversee distribution of funds and creation of collaborative action plan	Hold initial policy learning collaborative meeting	Develop strategy for evaluating and engaging collaboratives in development of 2015 legislative agenda	Continue supporting collaboratives
Secure adoption of legislative and administrative policy agenda	Regular communication with Governor and his policy team	Identify policies and rules necessary to implement achievement compact legislation and strategic initiatives	Facilitate board adoption of rules to implement achievement compact legislation and strategic initiatives	Facilitate board adoption of rules to implement achievement compact legislation and strategic initiatives	Complete and build support for 2014 legislative agenda
Provide "Tight-Loose" Direction	BY AUG 31, 2013	BY SEPT 30, 2013	BY OCT 31, 2013	BY NOV 30, 2013	BY JAN 31, 2014
Use Achievement Compacts to align education institutions to key outcomes	Engage stakeholder organizations around input on achievement compact process and purpose	Develop common purpose statement for achievement compacts; develop a transparent process for all achievement compacts to be available electronically to OEIB members and the public	Receive all 2013-14 achievement compacts; establish baseline data	Work with stakeholders to analyze and share results; Present achievement compact purpose and any recommended changes to OEIB	Implement policy to improve achievement compact process, if necessary
Develop strong partnerships and accountability across P-20	Analyze state authority re: support and interventions	Develop plan for engaging OEIB and stakeholders re: accountability for state and institutional success	Developing accountability plan for state and institutional success	Develop legislative agenda and secure placeholder bills, where necessary	Finalize 2014 policy agenda

Rev. 1: 8/21/13

Rev. 2: 8/26/13

Rev. 3: 8/29/13

OEIB Objective #3: CREATE OUTCOMES-BASED BUDGET, ALIGNED TO INITIATIVES					
Invest in key student outcomes	BY AUG 31, 2013	BY SEPT 30, 2013	BY OCT 31, 2013	BY NOV 30, 2013	BY JAN 31, 2014
Oversee deployment of strategic investments to ensure their fidelity to OEIB strategic plan	Develop communication structure between ODE and OEIB leadership; adopt guiding principles for strategic investment implementation	Adopt overarching criteria for approach to investments; ongoing communication between ODE and OEIB	First round of strategic investments deployed with fidelity to OEIB strategic plan	Report to OEIB on the adherence of investments to date with overarching criteria	Report to Legislature, including how the criteria have been developed and adhered to in the deployment to date of the investments
Create recommendations for outcomes-based budget, specifically tied to strategic initiatives and key outcomes		Recommend participants for K-12 Task Force on School Funding	Create plan for development of strategic investment recommendations	Participate with Governor's office in development recommendations re post-secondary funding formula changes	Provide initial strategic investment recommendations for 2015-17
Strong strategic plan with outcomes and metrics	BY AUG 31, 2013	BY SEPT 30, 2013	BY OCT 31, 2013	BY NOV 30, 2013	BY JAN 31, 2014
Current strategic plan operationalized	Initial review of strategic plan	Strategic plan workplan developed and adopted; public-facing strategic plan document presented to OEIB	Scorecard developed and adopted by Board	Quarterly scorecard presentation to Board	Quarterly scorecard presentation to Board
OEIB Objective #4: WORK TO BUILD AN ENGAGED AND MOTIVATED PUBLIC					
Create channels of two-way communication with stakeholders and public to build excitement, understanding of strategies and opportunities for engagement	BY AUG 31, 2013	BY SEPT 30, 2013	BY OCT 31, 2013	BY NOV 30, 2013	BY JAN 31, 2014
Create strong, multi-faceted communication plan	Hire Director of Communications	Oversee completion of communications plan, with input from key stakeholders	Communications plan adopted by Board	Communication tools developed, including a concise, powerful narrative of how OEIB will change the system for Oregon children and students	Fully operationalize multi-faceted communications plan
Develop key communicator network	Educate editorial boards; meet with key communication stakeholders	Key public speaking engagements completed; plan community forums and outreach	Map broad set of key communicators across P-20	Hold 6 forums across state to engage leaders	Engage legislators and key stakeholder groups
Engage and activate diverse communities, parents and students		Map current efforts; oversee creation of community engagement plan	Create student advisory group / regularly engage diverse communities	Continue engaging diverse communities	Continue engaging diverse communities

**Proposed charge to the Higher Education Coordinating Commission
Redesign of state financial aid (the Oregon Opportunity Grant)**

The Higher Education Coordinating Commission (HECC) shall convene a workgroup to study the impact of state financial aid (the Oregon Opportunity Grant) on essential outcomes connected with student success, including but not limited to: retention, completion, time to degree, and employment in a degree-related field. The workgroup shall report on the relationship between the Oregon Opportunity Grant and high priority educational outcomes, including equity, established by the OEIB, re-evaluate key components of the Shared Responsibility Model to determine effectiveness, and recommend possible changes.

By March 2014, and the workgroup shall examine and prepare a report responding to questions developed by the HECC, including but not limited to:

- 1. Is state financial aid as it is currently structured adequately prepared to propel us to 40-40-20?**
- 2. Is there a different allocation methodology that would promote the ability of underrepresented students to access state financial aid?**
- 3. Should state financial aid be redesigned to influence or reward student success and completion?**
- 4. What should be the relationship between state and institutional financial aid?**
- 5. What data and data collection mechanisms are necessary in order to adequately track and report progress toward degrees over time?**
- 6. How should state financial aid be redesigned in light of the bonding possibilities that would be made available if voters pass the legislative referral of SJR 1 (the Oregon Opportunity Initiative)?**

The workgroup shall seek input from all higher education sectors and partners in Oregon, in addition to experts in financial aid, student success, and degree completion. The workgroup shall utilize national experts and, to the degree possible, conduct a rigorous analysis of existing data.

The offices of the Oregon Student Access Commission, the Chancellor, and the HECC shall provide staffing and support for this effort.

September 3, 2013

Oregon Education Investment Board
Oregon State Capitol
900 Court St. NE
Salem, OR 97301

Dear Members of the OEIB,

I am writing to raise some objections. You hold your meetings during times when educators cannot attend. You have designated speakers at your meetings who may have, at best, a tenuous grasp on the nature of education. Your meeting on September 10th, from 1-5 pm in Salem will feature Aimee Craig, the Communication Director from the Chalkboard Project, speaking about “The Conditions of Oregon Education.” Perhaps I’m missing the joke as to why a teacher group has not been invited to speak on the same topic. Whether or not Ms. Craig is merely a mouthpiece for a Project which does not have all the answers or even the whole story about education is only partially the issue. She is **NOT** even an educator herself. I went on the Chalkboard Project’s website and looked it up. I have been a teacher for 20 years and do have a few thoughts on education reform (considering I’ve been through a couple of them now.) NEA President, Dennis Von Roekel will be in attendance at your 9/10 meeting and hopefully teachers from the Salem area will manage to come to testify.

I have attended other OEIB meetings when my busy teaching schedule has allowed and I have never been satisfied that anyone from the Board (or the Governor’s office) has been listening to anything teachers have to say. I attended a meeting (nearly a year ago now) at Marshall High School to deliver public testimony. The only member of the OEIB present to receive testimony was Hanna Vaandering (now OEA President and, obviously a teacher.) The OEIB has been unresponsive and actually dismissive of teacher (and parent) concerns. I have voiced my concerns about the lack of oversight of the OEIB to the Governor’s office and to legislators at a Beaverton Townhall meeting (Senators Steiner Hayward and Haas).

I’m seriously starting to wonder why I bother to teach my high school students about the importance of civic engagement given the failure of the OEIB to be responsive to the teaching community.

At every step along the way, the OEIB has ignored the one constituency that is always willing to be a resource – the teachers. I am requesting a meeting schedule (with agenda and invited speakers) that truly is interested in public testimony and OEIB members who make it a priority to get to all meetings (especially those outside of Salem) and be fully accountable to the public for the way they spend public money and responsive to the experts in the field --- the teachers.

Sincerely,

Laura Paxson Kluthe
Lake Oswego Education Association President
Social Studies Teacher, Lake Oswego High School

Cc: Nancy Golden, Governor Kitzhaber, Ben Cannon, Dennis Van Roekel

August 19, 2013

Mr. Ben Cannon
Senior Education Policy Advisor
Office of the Governor
900 Court Street, NE
Salem, OR 97301

Dear Ben:

We appreciated the opportunity to provide very brief public testimony at the August 13 OEIB meeting. Frankly, we were both bemused and confused by your presentation that opened the meeting. This presentation related to the powers and duties of the Oregon Education Investment Board (OEIB). After almost two years in place, we assumed the powers and duties of the Board were very clear. Questions posed to you by several OEIB members indicated that there is now much confusion about the assigned powers and duties of the OEIB.

You suggested the Board members regard the Board's role as an "advisory" one. You went on to attempt to clarify by saying, "*advisory...but with a capital 'A'*" This seemed to create even more confusion and concern among a number of the Board members. Board members then viewed your graphic "New P-20 Structures" display of education entities in the state public education system, which you asserted is now so much more "seamless." Since OEIB was positioned near the top of that graphic power flow chart of responsibilities, the Board members seemed to assume their role was, indeed, much more than an "advisory" group.

We have reviewed the authorizing pieces of legislation regarding powers and duties of OEIB. Our review failed to find any reference to an assigned "advisory" role for OEIB. Our attachment cites excerpts from the legislation (SB 909 and SB 1581) detailing the powers and duties of the OEIB. Based on that, Oregon Save Our Schools wonders what your basis is for stating Board has simply an advisory function for the Governor? We assume Investment Board members themselves might also greatly appreciate such clarification.

Please provide us with a formal written clarification regarding the legal role of the OEIB. If it is deemed only "advisory," then we must question several actions including, under what authority:

- a) OEIB continues spending millions on increased staff and providing a "statewide student data longitudinal data system,"?
- b) School districts required to submit achievement compacts? and
- c) Rudy Crew, acting on behalf of the OEIB and using his own "standards," rejected one-third of Oregon's school districts' achievement compacts

We look forward to your reply.

Sincerely,

Steve Buel, (sbuel@comcast.net) Tom Olson (tskiis@aol.com)
Co-founders, Oregon Save Our Schools

cc: Governor John Kitzhaber
OEIB Board Members
Chief Education Officer Dr. Nancy Golden
Oregon Attorney General Ellen Rosenblum

**ENUMERATED POWERS AND DUTIES OF THE OREGON EDUCATION
INVESTMENT BOARD (SB 909 and SB 1581)**

EXERPTS FROM SB 909.....

SECTION 1:

OEIB has the assigned ...”***purpose of ensuring that all public schools students in the state reach the education outcomes established for the state. The board shall accomplish this goal by overseeing a unified public education system that begins with early childhood services and continues through public education from kindergarten to post-secondary education***”

The duties of the board include:

“***Ensuring***”.... (streamlining of the entire pre-K through higher ed system).....

“***Recommending strategic investments***”.....

“***Providing*** (integrated statewide, student-based data system to monitor outcomes and expenditures)

“***the board may adopt rules necessary for the administration of the laws that the board is charged with administering***”

SECTION 2:

OEIB “***shall appoint a Chief Education Officer who shall serve at the pleasure of the Board.***”

SECTION 3:

“***Oregon Education Investment Fund is established in the State Treasury, separate and distinct from the General Fund.....***”

Moneys appropriated from the fund are “appropriated to the OEIB for the purpose of funding the duties of the board....”

SECTION 6:

OEIB... “***May file proposed legislative measures with the Legislative Counsel...***”
including

-***merging, redesigning or improving the coordination of early childhood services and aligning early childhood services with child-centered outcomes...***”

- ***implementing early childhood services....***”

- ***merging the State BOE and State Board of Higher Education and transferring the duties....***

EXCERPTS FROM SENATE BILL 1581.....

SECTION 14 (Achievement Compacts)

-“***achievement compact means an agreement entered into by the OEIB and governing body of the entity...***”

-“***each education entity must enter into an achievement compact with the OEIB***”

-“***The Board shall establish the terms for achievement compacts.***”

-“***The Board shall specify the format of the achievement compacts...***”

-OEIB is the entity that “***may direct the State Board of Education, State Board of Higher Education and any other state agency....to waive state laws or compliance reporting requirements as specified by the OEIB.....***”



JOHN A. KITZHABER MD
GOVERNOR

September 5, 2013

Dear Mr. Buel and Mr. Olson-

Thank you for your request that I clarify the comments I made at the August 13 Oregon Education Investment Board (OEIB) meeting regarding the OEIB's roles, responsibilities, and authorities.

It is important to understand at the outset that my comments and the chart I provided (attached) should not be construed as an assertion on the Governor's part about the exact nature or boundaries of the OEIB's statutory authorities. That would require a more detailed and sophisticated legal analysis than I am prepared or trained to provide. Rather, the Governor believed it would be valuable to highlight for the OEIB its purpose and role relative to other boards and commissions, state agencies, and the Legislature – especially in light of recent legislatively-adopted changes to the state structure for education.

In your letter, you expressed surprise at my characterization of the OEIB's authority as "advisory" with respect to some of the duties that are established for it in SB 909, including the alignment of the P-20 system and the development of an investment-focused approach to education budgets. I think the point here is really quite a basic one: like the Governor, the OEIB on its own does not have the power to: (a) raise revenues, (b) appropriate state funds except as specifically provided by legislatively-adopted budgets, or (c) alter the statutory charters of state boards, commissions, agencies, or local education institutions. Instead, the Governor looks to the OEIB to provide him, the Chief Education Officer, and the Legislature with guidance and leadership on these topics. For example, the OEIB helped to establish priorities that the Governor adopted within his Recommended Budget for education for 2013-15; it adopted an Equity Lens that it recommends that other state boards, state agencies, and local educational institutions use to guide decision-making; and it advised him and the Legislature on P-20 structural design, forming recommendations that were reflected in two higher education governance bills passed during the 2013 session.

Contrary to what your letter suggests, I did not assert that OEIB's authorities are strictly advisory. The Legislature has established clear authorities for the OEIB that I attempted to summarize in the chart, including the following:

- SB 909 (2011) empowers the OEIB to hire a Chief Education Officer, and SB 1581 (2012) establishes that the Chief Education Officer has direction and control over certain other state education officials for matters related to the design and organization of the state's education system.

- SB 1581 (2012) likewise establishes that the OEIB may prescribe the terms of achievement compacts, as well as the process that school districts, ESDs, community colleges, public universities, and the state shall use for adopting them.
- HB 3232 and HB 3233 (2013) create mechanisms for the OEIB and Chief Education Officer to ensure that the strategic investments described by those bills meet the criteria and outcomes established in law.
- SB 909 (2011) and SB 1538 (2012) establish that the OEIB shall direct the Early Learning Council and Higher Education Coordinating Commission respectively.
- Finally, the Legislatively-adopted budget for the OEIB establishes other specific responsibilities and authorities for the OEIB, including the hiring of staff to support its work, the development of a business case for a P-20 data system, and the convening of regional achievement collaboratives to improve student achievement.

The Governor and Legislature created the OEIB in order to provide high-profile, statewide leadership on the improvement of student outcomes across our P-20 education system. No other state board has this charge or purview. SB 909 highlights several of the core strategies that it should employ: connecting and streamlining the system, investing in outcomes, developing a student-centered, P-20 data system. *How* the OEIB leads Oregon through these topics will vary by issue and by circumstance, and in accordance with its statutory authorities: at times through the advice and direction that it sets for other boards, agencies, the Legislature, and the Governor; at times through adoption of its own administrative rules; at times through its budget and staff work; and often through the spotlight that it chooses to focus on particular high-priority challenges and successes.

Your questions about the precise nature of the OEIB's authorities are important and interesting, to be sure. The larger issue, however, remains: "What state policy, state investment, and community-based strategies should Oregon adopt in order to significantly improve student achievement?" For answers to this, the Governor will continue to look first and foremost to the OEIB's and Chief Education Officer's counsel and leadership.

Sincerely,



Ben Cannon
Education Policy Advisor
Office of Governor John A. Kitzhaber M.D.

Cc: OEIB Members
Nancy Golden, Interim Chief Education Officer
Oregon Attorney General Ellen Rosenblum

Overarching Roles and Responsibilities of the OEIB

Area of Responsibility	Specific Action	Type of Authority
Aligned P-20 system	Recommend policies to create unified state system/architecture	Advisory
	Hire and oversee a Chief Education Officer with P-20 authority	Administrative (SB 909, SB 1581)
	Develop seamless P-20 infrastructure (eg data system, teacher quality, STEM, cross-agency links to health and human services, workforce)	Administrative (SB 909, OEIB budget)
	Develop and recommend policies to address student transitions between sectors	Advisory
Student Outcomes	Refine 40-40-20	Advisory
	Set terms for achievement compacts; adopt institutional compacts	Administrative (SB 1581, rules)
Strategic Investments	Help develop Governor's recommended budget and associated policies	Advisory
	Ensure coherent implementation of state strategic investments	Administrative (HB 3232, HB 3233, rules)
P-20 Leadership	Build vision, excitement, and commitment to the work	Visionary
	Promulgate policy statements that reflect core principles and careful research (eg Equity Lens)	Visionary/Advisory

Better Schools Better Oregon

The Condition of K-12 Education: 2013



REVISING OUR PRIORITIES

There's something unsettling about this report card. As much as we like hazelnuts and microbreweries, we'd love to see Oregon's schools among the best in the nation.

REPORT CARD

NAME: State of Oregon

SUBJECT:	GRADE:	US RANK:
Hazelnut Production	A+	1st ¹
Greenness	A+	2nd ²
Microbreweries	A+	2nd ³
Most Green Jobs	A	6th ⁴
Most Sustainable	A+	3rd ⁵
Bike-friendly	A	5th ⁶
Cleanest	A-	7th ⁷
K-12 Education	C	42nd ⁸

EXPLANATION OF MARKS:

¹ Hazelnut production
<http://www.oregonhazelnuts.org>

² Forbes: America's Greenest States, 2007
http://www.forbes.com/2007/10/16/environment-energy-vermont-biz-beltway-cx_bw_mm_1017greenstates.html

³ Brewer's Association of America: Capita Per Brewery, 2011
<http://www.brewersassociation.org/pages/business-tools/craft-brewing-statistics/breweries-per-capita>

⁴ 24/7 Wall Street: Ten States Where Green Jobs Thrive, 2011
<http://247wallst.com/2012/03/27/ten-states-where-green-jobs-thrive/2/>

⁵ Puget Sound Business Journal Report: Washington still nation's No. 2 'sustainable' state, 2011
<http://www.bizjournals.com/seattle/news/2011/07/05/report-washington-still-nations-no.html>

⁶ Bicycling Magazine: 2011 Best Bike-Friendly States Announced, 2011
<http://bicycling.com/blogs/thehub/2011/05/24/2011-best-bike-friendly-states-announced/>

⁷ American State Litter Scorecard, 2011
<http://statelitterscorecard.bellstrike.com/>

⁸ Education Week, Quality Counts, 2013
<http://www.edweek.org/ew/qc/index.html>

Dear Fellow Oregonian,



At the Chalkboard Project, we believe that Oregon's students deserve a school system that is among the best in the nation. I want this for my own daughter and for every child in the state. Yet according to Education Week's "Quality Counts: 2013" report, Oregon's schools currently rank 42nd. Our 68% high school graduation rate places us 44th nationally, and Oregon is one of five states in which the achievement gap between white middle-income students and low-income and/or students of color widened between 2003 - 2011. For the future of our kids, our economy, and our state as a whole, we can and *must* do better.

Fortunately, there's hope. For the past nine years, the Chalkboard Project has been working with schools to find solutions. In our partner districts, which serve about a third of Oregon's students, we have seen student achievement improve significantly and teachers become more empowered as professionals. Our strategy is straightforward: 1) Research: provide evidence-based research as the foundation for reforms; 2) Incubate: partner with educators and stakeholders to pilot promising practices and demonstrate results; 3) Advocate: serve as an independent, non-partisan voice for evidence-based policies.

We believe that a top-ten education system is within Oregon's reach. I hope that this report not only highlights our schools' key challenges but also their routes to improvement. We can make Oregon's schools among the nation's best...but we need your help to do it. Please share this information with colleagues, friends, schools, and state leaders, and help us advocate for a better future for Oregon's children.

Sincerely,

Sue Hildick,
 Chalkboard Project President

**Includes D.C.*

Top-ten Comparison

What does a top-ten public education system look like?
How does Oregon compare?

	OR State Average	Rank	Top-ten Range	
Achievement Levels ¹				
2011 4th Grade Math	237	37 th	245 - 253	
2011 8th Grade Math	282	31 st	290 - 299	
2011 4th Grade Reading	216	38 th	225 - 237	
2011 8th Grade Reading	264	32 nd	270 - 275	
Poverty Gap ²				
				Gap Increase ³ (2003-11)
2011 4th Grade Math	24	42 nd	13 - 17	+8
2011 8th Grade Math	24	24 th	16 - 21	+4
2011 4th Grade Reading	26	31 st	15 - 22	+8
2011 8th Grade Reading	24	39 th	14 - 18	+9
College Preparedness				
2012 SAT Average	511	28 th	578 - 610	
2012 SAT Critical Reading	518	26 th	581 - 608	
2012 SAT Math	521	29 th	587 - 630	
2012 SAT Writing	494	32 nd	565 - 594	
2012 ACT Average	21.4	27 th	22.8 - 24.1	
2012 ACT English	20.6	27 th	22.3 - 23.9	
2012 ACT Math	21.6	25 th	22.8 - 24.5	
2012 ACT Reading	21.8	28 th	23 - 24.2	
2012 ACT Science	21.3	27 th	22.3 - 23.3	
High School Completion				
Graduation Rate	68%	44 th	84 - 88%	

¹ National Assessment of Educational Progress (NAEP) Scores (See definition on page 4)

² Poverty Gap: Average number of points by which regular-income students outperform low-income students.

³ Gap Increase: Number of points by which outperformance has widened between 2003 - 2011

Losing Ground

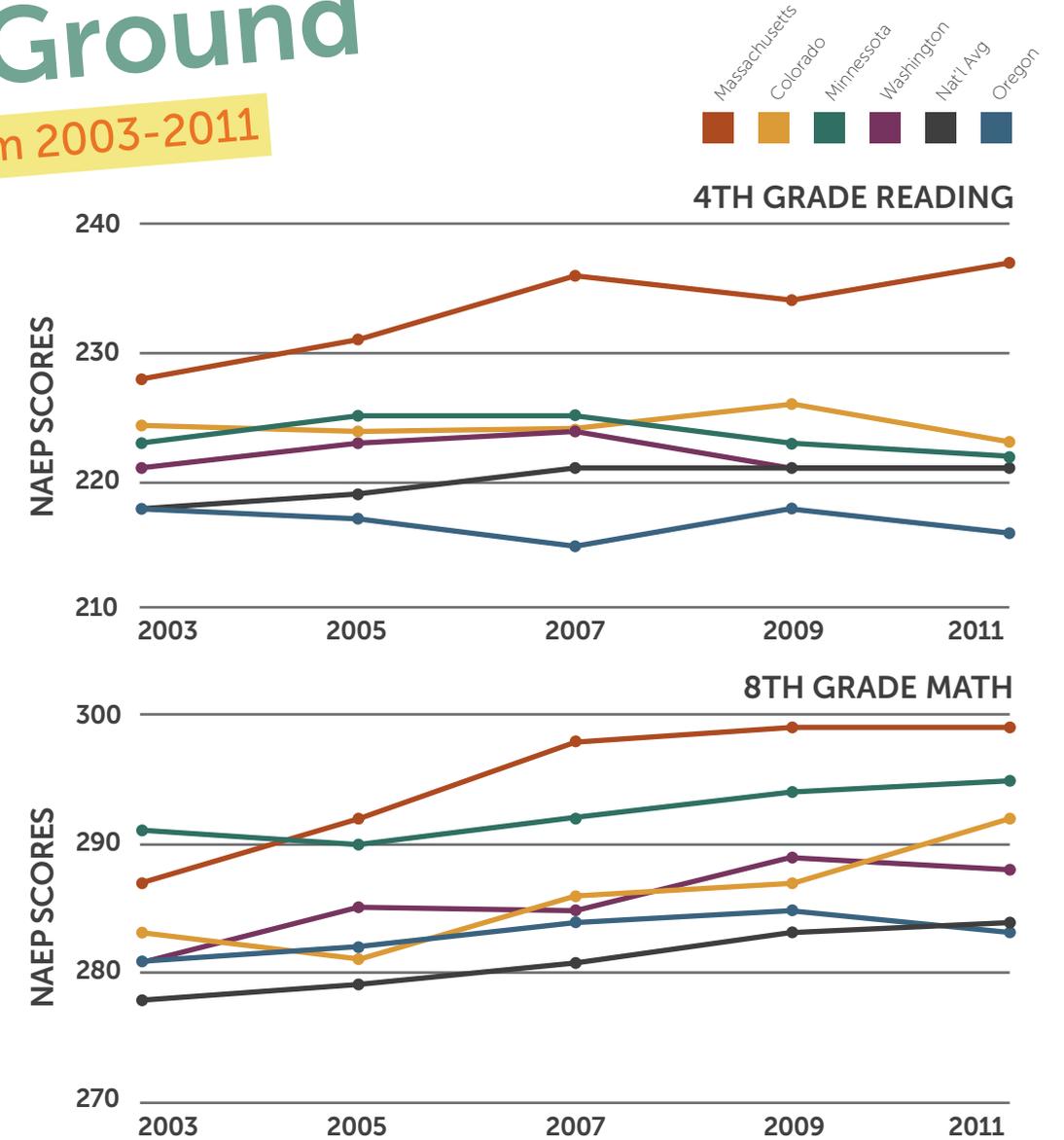
NAEP Scores from 2003-2011

Our Kids Deserve Better

Oregon's schools are losing ground against the national average. In 2003, Oregon's 4th and 8th grade scores were at or above the national average. Now they are below the national average and well below the top ten states like Massachusetts. Other states with comparable student demographics (Colorado, Minnesota, Washington) are improving at a faster rate.

We need to turn this trend around.

¹ NAEP scores, which range from 0-500, measure students' academic proficiency levels. Students are deemed to be at or below three levels: Basic, Proficient, and Advanced. No state's average scores hits the "Proficient" mark in any category (although Massachusetts is close), but Oregon is further behind than most.



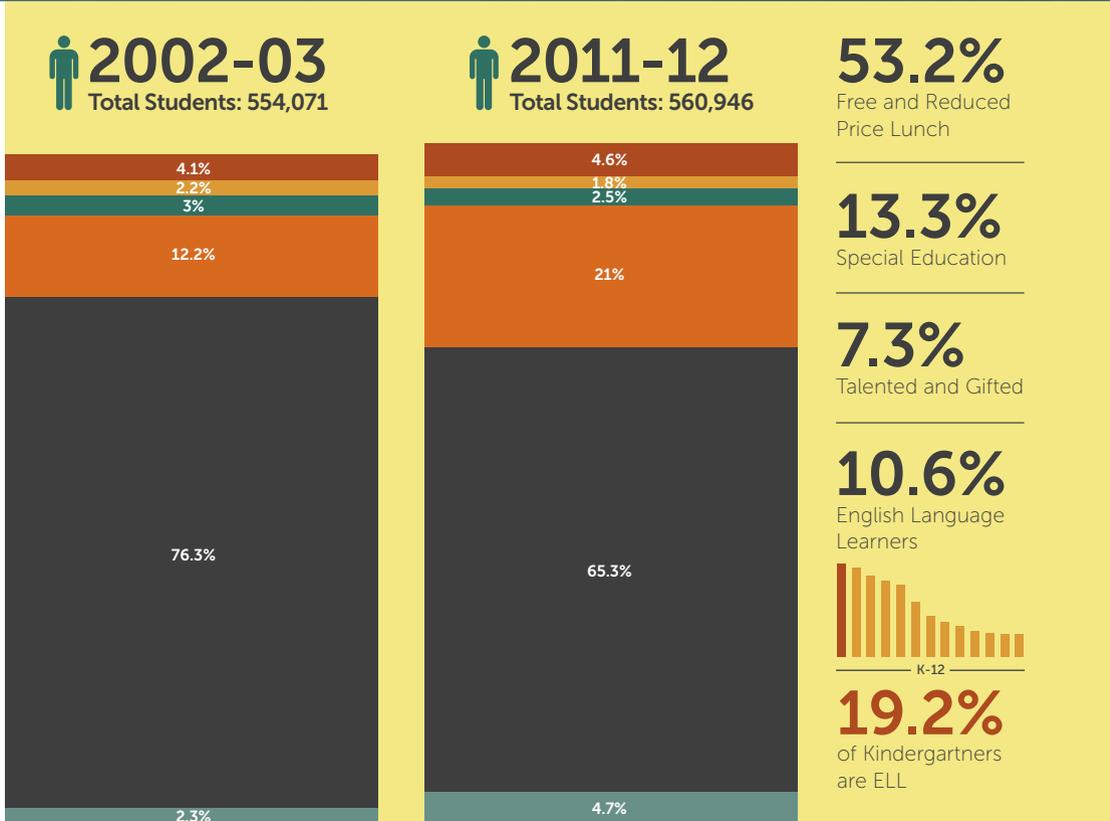
CHANGING DEMOGRAPHICS

Oregon's low-income, minority, and English Language Learner (ELL) students are quickly growing in numbers, but we are struggling to meet their academic needs.



NEW DATA

Chalkboard has received a grant from the Spirit Mountain Community Fund to conduct a first-of-its-kind study of the achievement of Native student populations. More information about this study will be forthcoming.



An Opportunity for Improvement

In 2011-12, over half of Oregon's students were categorized as low-income, a third were students of color, and almost 20% of kindergarteners were English Language Learners (ELL). Data show that all three populations are less likely to meet academic standards than their peers. Oregon faces an uncertain future if we can't provide a quality education to all of our students.

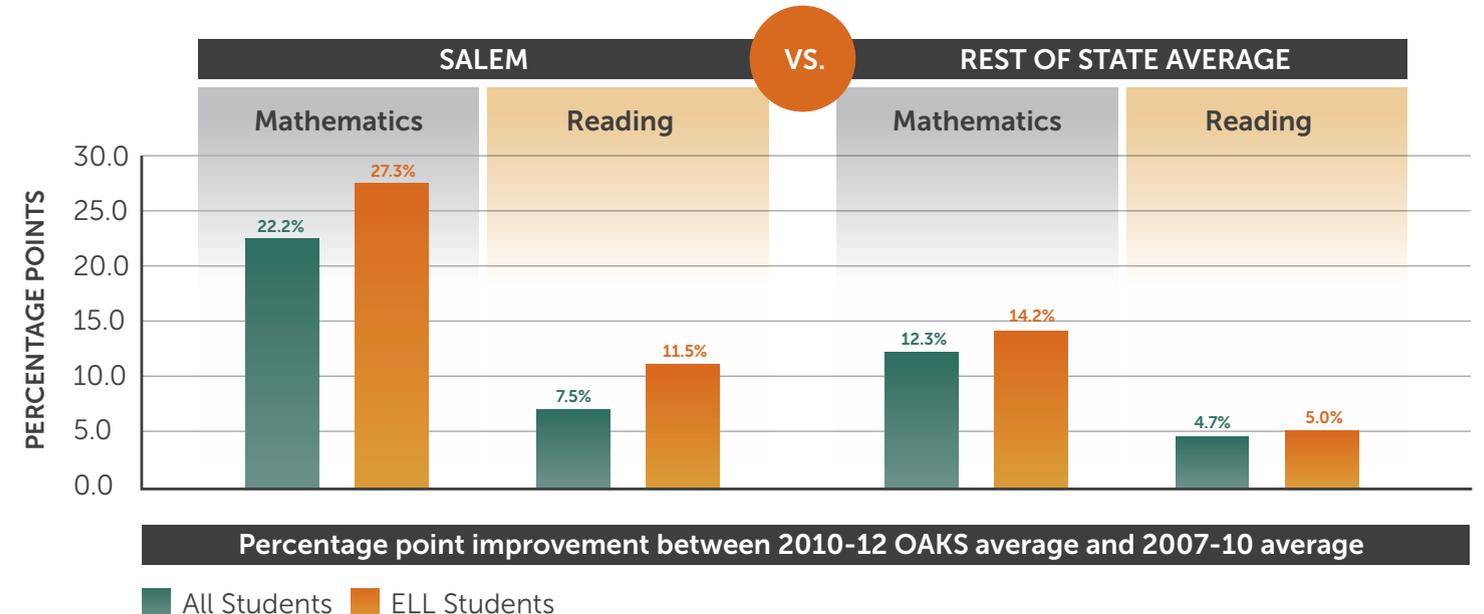
We are at a tipping point: because of our rapidly changing student population, if we can narrow the achievement gap by improving support for low-income, minority, ELL, and special education students, we can catalyze tremendous positive change for the state as a whole.

What's Possible

Meeting Diverse Students' Needs

Through careful targeting and strategic investments, many schools have turned this trend around.

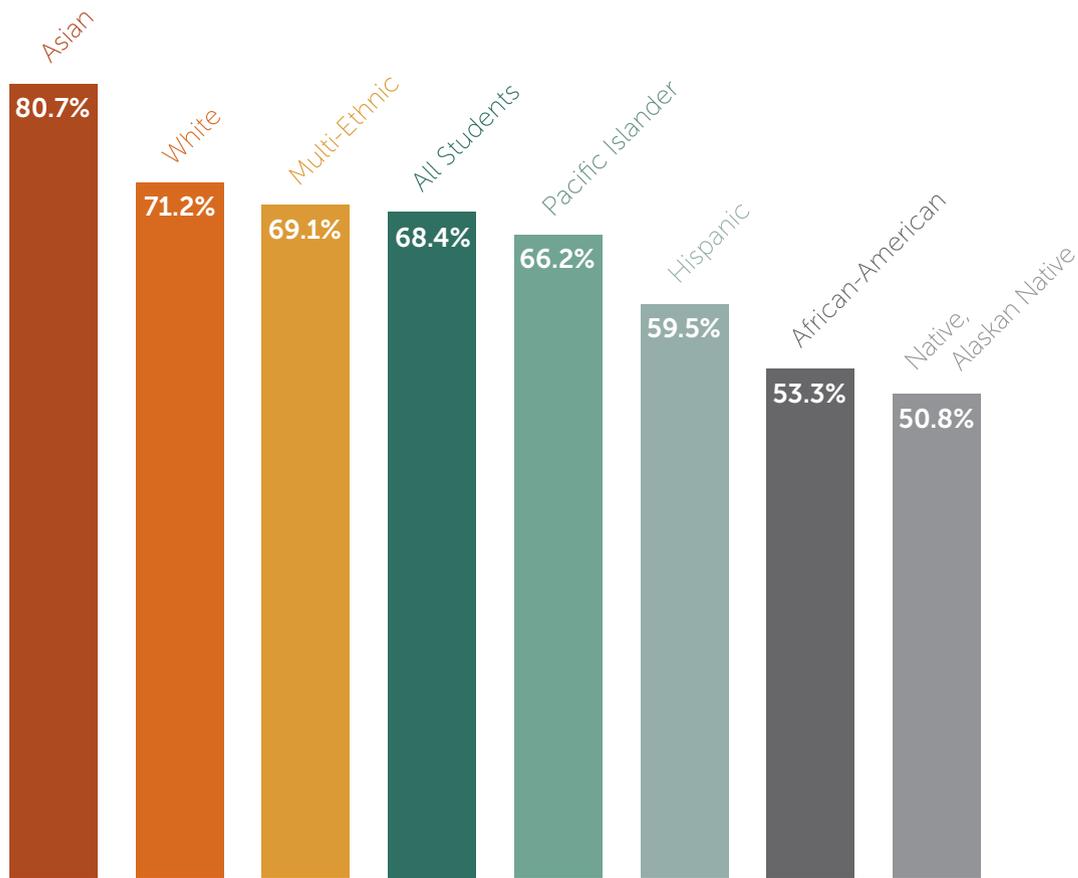
Salem-Keizer School District (SKSD) has a high proportion—19%—of students with limited English proficiency and a student body which is almost 40% Hispanic. Through the CLASS Project, SKSD has focused time and energy on ensuring that all teachers are supported to do their best work in the classroom (learn more about CLASS on pg. 6). Comparing the average OAKS results from the last two years (in which SKSD implemented CLASS) to the three previous years, SKSD'S students are improving at a faster rate than other students in Oregon. Moreover, SKSD'S ELL students have made tremendous gains in meeting academic benchmarks, thus narrowing the achievement gap between these students and their peers. SKSD now has a number of new policies and programs that benefit all students and teachers, including 90 hours per year of mentorship for beginning teachers and administrators, and ESL training for all new teachers.



Student Graduation Rates

Oregon's Unacceptable Results

Note: Percentages improve in all categories if five-year (cohort) graduation rates are included.



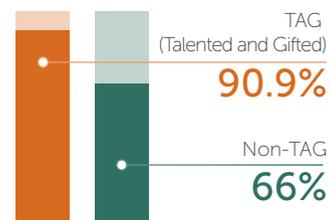
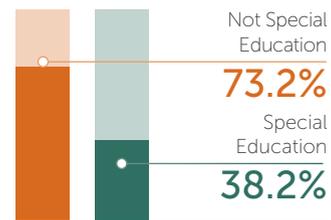
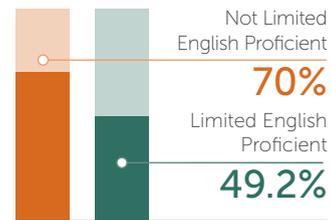
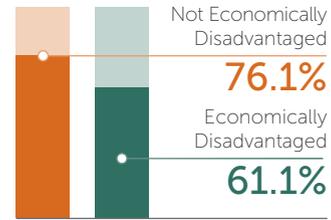
GRAD RATES
2009-12:

2009
66.2%

2010
66.4%

2011
67.7%

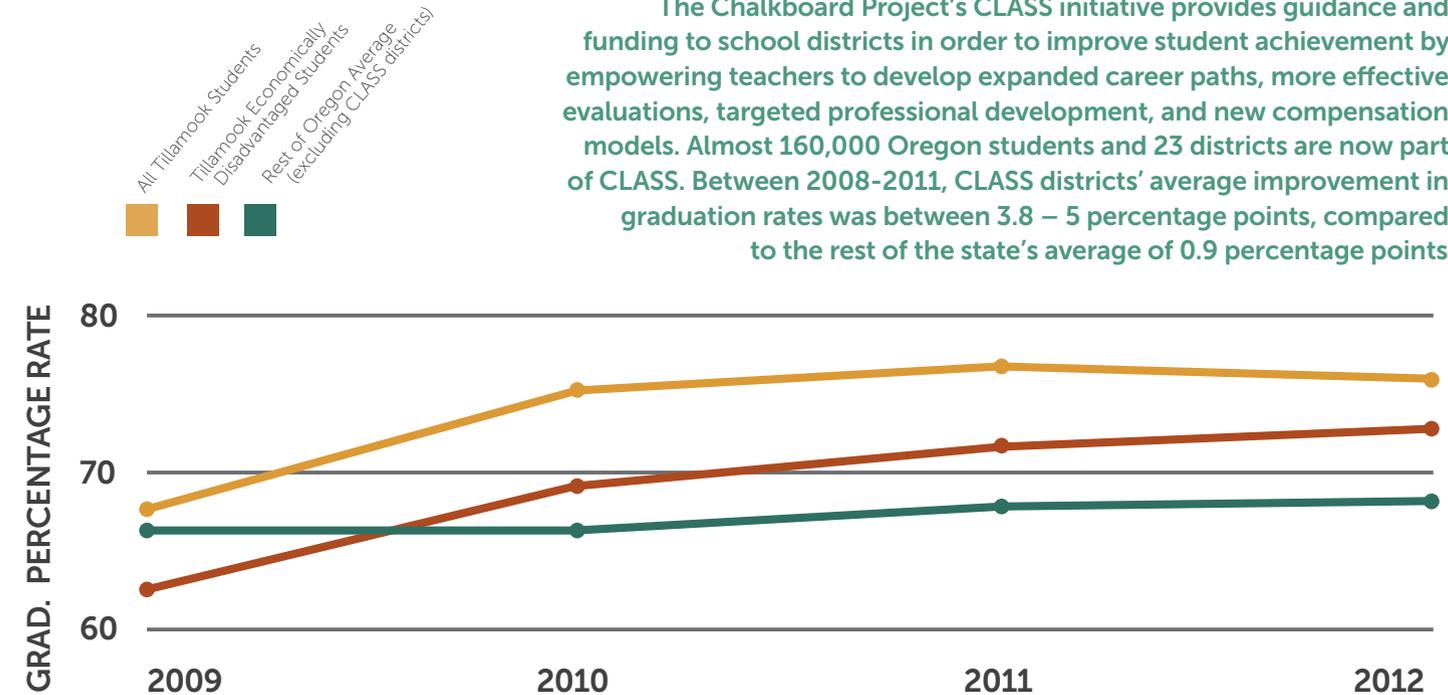
2012
68.4%



What's Possible

Case Study: Tillamook School District and CLASS

The Chalkboard Project's CLASS initiative provides guidance and funding to school districts in order to improve student achievement by empowering teachers to develop expanded career paths, more effective evaluations, targeted professional development, and new compensation models. Almost 160,000 Oregon students and 23 districts are now part of CLASS. Between 2008-2011, CLASS districts' average improvement in graduation rates was between 3.8 – 5 percentage points, compared to the rest of the state's average of 0.9 percentage points.



In the past four years, Tillamook School District—a CLASS participant—has significantly improved the graduation rate of low-income students (who number almost two-thirds of its student body) and has increased its overall graduation rate by 9 percentage points. They accomplished this by providing targeted professional support and creative compensation for new teachers (for example, by developing incentives to encourage faculty to engage with the local community).

Our Teachers

Preparing a New Generation of Educators

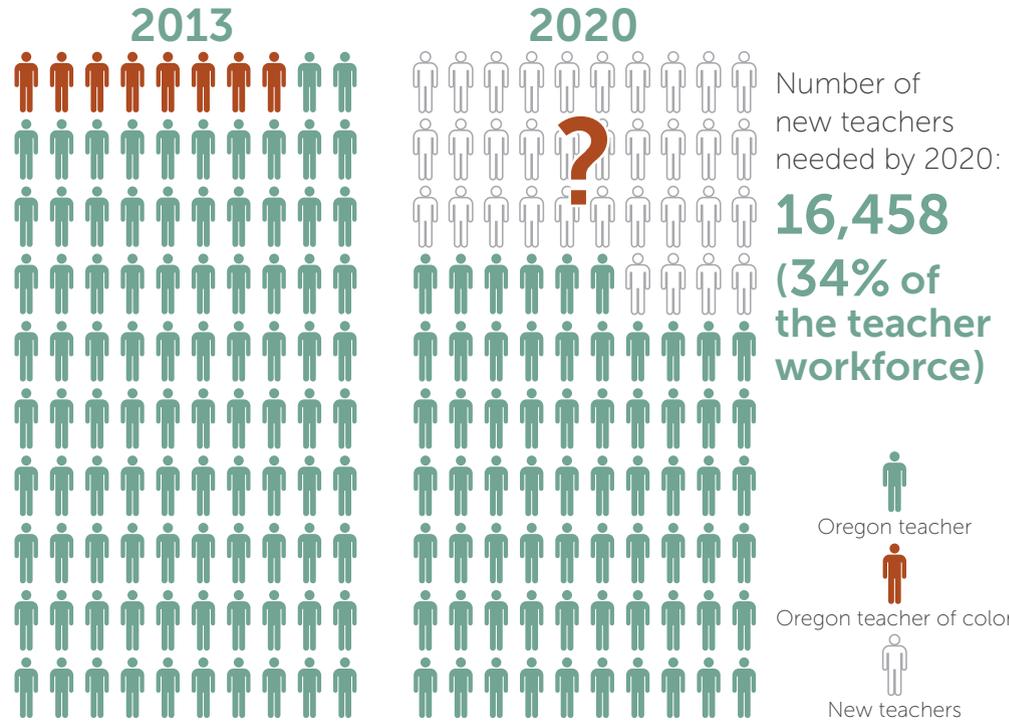
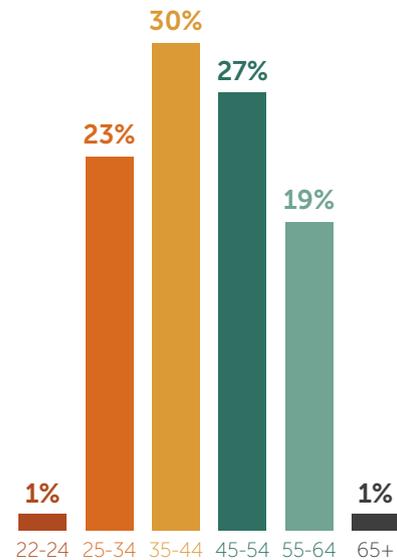
"Teachers are the single most important in-class factor in determining whether and how well students learn. In fact, a teacher's influence on student achievement in the classroom is a full 20 times greater than the effect of any other variable, including class size and poverty."¹

Between a growing student population and an aging teacher corps, by 2020 at least a third of Oregon's teachers will be new, and Oregon's schools will likely have more low-income, students of color, ELL, and special needs students than ever before. *Imagine the difference we could make if we could recruit and train a new generation of diverse, high-quality teachers.*

Students of color: **36%**

Teachers of color: **8%**

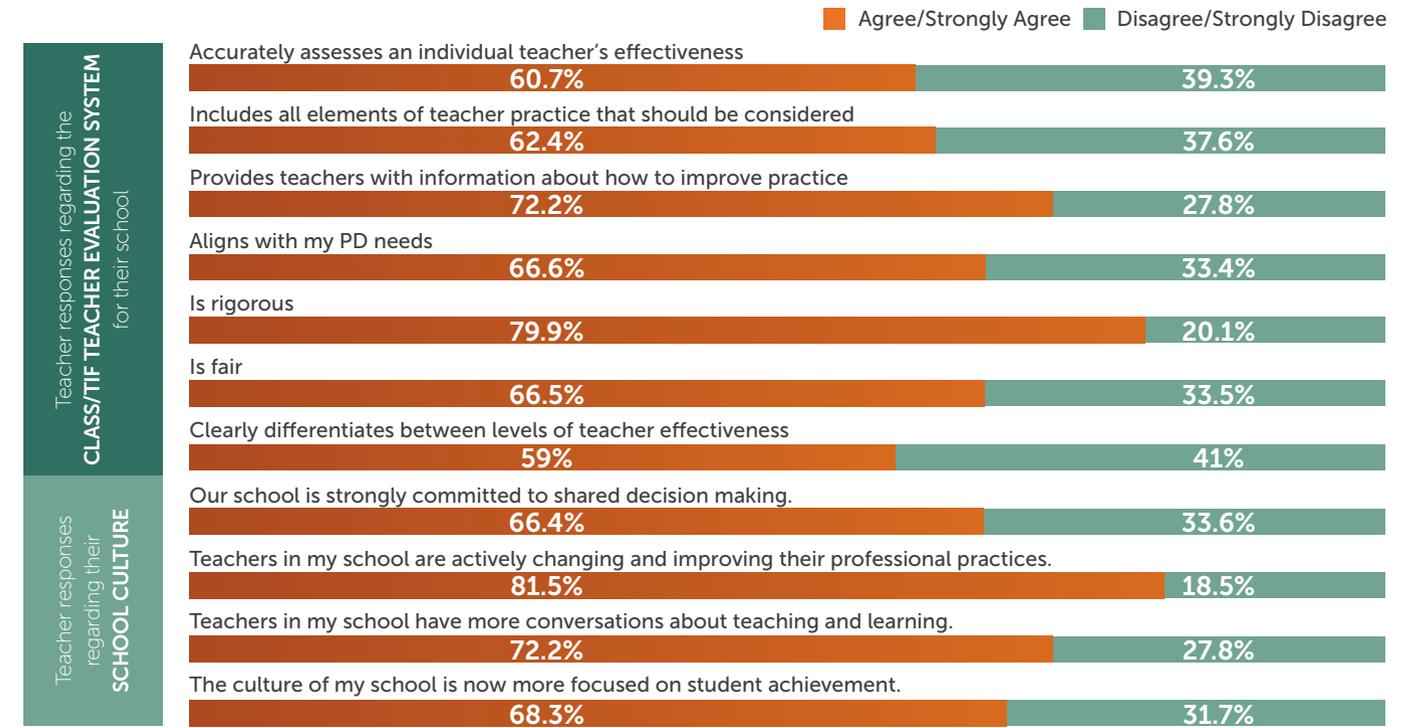
TEACHER AGE DISTRIBUTION:



What's Possible

Supporting Great Teaching – CLASS Project

Great teaching takes inspiration and cultivation. In 2010, the Chalkboard Project received a \$24.4 million grant from the federal Teacher Incentive Fund (TIF) to support the CLASS Project and expand it to meet TIF requirements in six high-need school districts: Bend-La Pine, Redmond, Crook County, Greater Albany, Lebanon, and Salem-Keizer. Survey responses from teachers below demonstrate the importance of investing in tools that support great teaching:



Spending

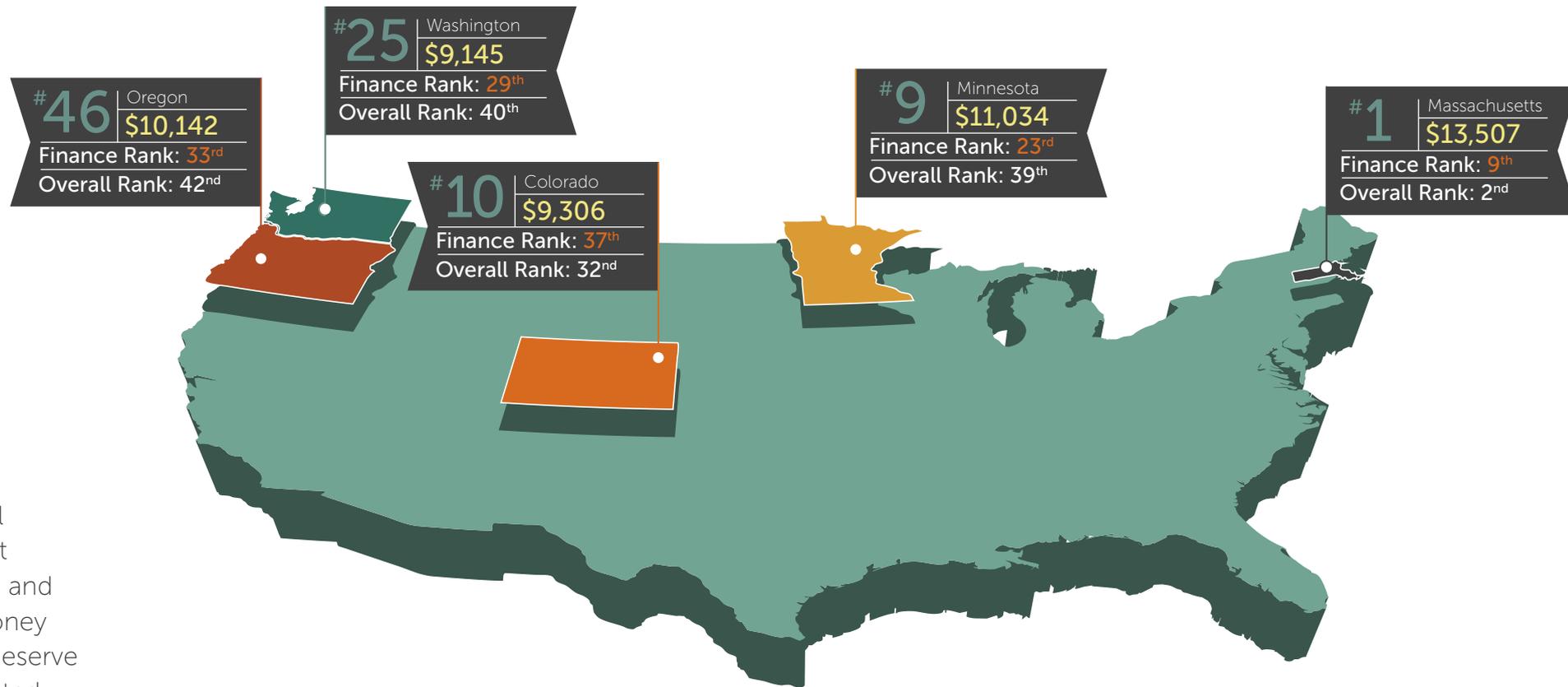
How does Oregon rank?

Achievement Rank vs
 Education Spending* vs
 Finance Rank vs
 Overall Rank

* Adjusted per-pupil expenditures
 (Analysis accounts for regional cost differences)

Oregon's Results per Dollar

Oregon is ranked 33rd among states in school financing, but our students' K-12 achievement ranking is an unacceptable 46th. While stable and adequate education funding is necessary, money also needs to be better spent. Our students deserve maximum educational results per dollar invested.



"...there was no clear relationship between spending and achievement after adjusting for other variables, such as cost of living and students in poverty. These findings are consistent with existing research: How a school system spends its dollars can be just as important as how much it spends, at least above some threshold level."

*Irish Boser,
 "Return on Educational Investment"
 (Center for American Progress, 2011)*

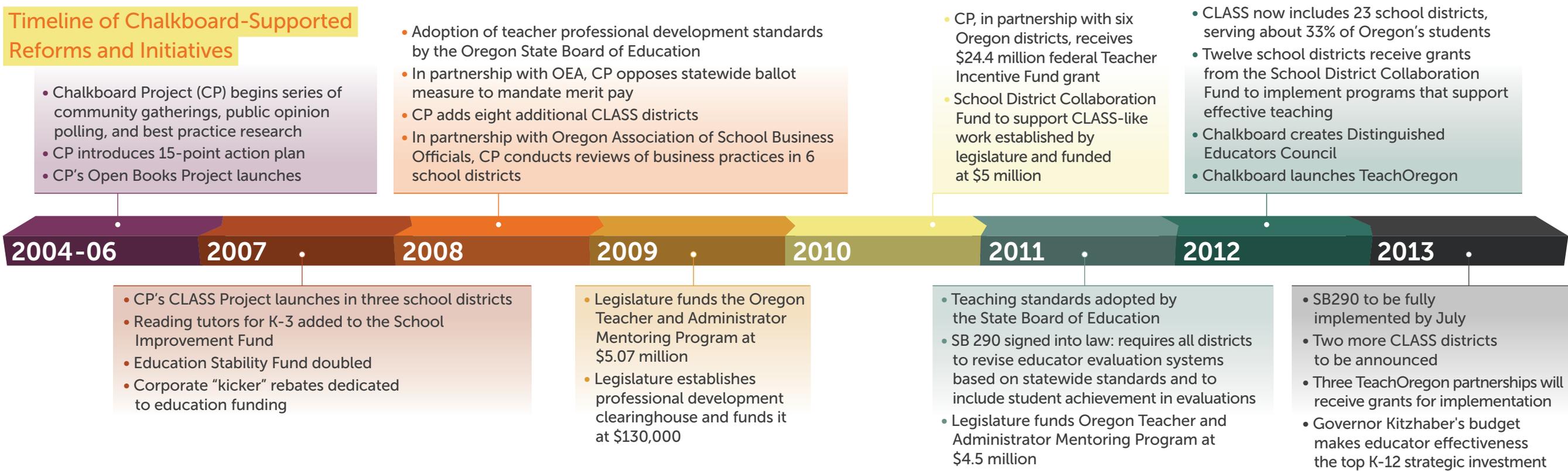
Education Week's "Quality Counts" report provides an overall ranking of each state as evaluated by a rubric incorporating states' scores in the following categories: Chance for Success; K-12 Achievement; Standards, Assessments, and Accountability; the Teaching Profession; School Finance; and Transitions and Alignment. Oregon performs poorly in most categories. Our system needs to spend more on our children's educations, but it also needs to target better the money it has: other states are outperforming us while spending less. The top performer, Massachusetts, spends less per pupil than 13 other states.

Massachusetts and Colorado, two states with very different funding levels, manage to outperform most of the country on national math and reading tests. Oregon should look to what these states are doing to help determine our own path toward top performance.

¹ D.C. and Hawaii are not included in national rankings of spending because they are single-district systems. This means that Oregon's spending ranks even lower: 33rd out of 49 rather than 51.

Growing Momentum

Timeline of Chalkboard-Supported Reforms and Initiatives



CLASS PROJECT

"Teachers have the single greatest in-school impact on a child's education. The CLASS Project is a tremendous example of the successful work that should be taken to scale, because students benefit when teachers work together to share best practices and learn from one another."

*Arne Duncan,
U.S. Secretary of Education*

CLASS Project: CLASS gives school districts the tools to empower teachers by designing expanded career paths, better performance evaluations, professional development opportunities, and new compensation models. Our \$24.4 million TIF grant expanded its requirements and reach. chalkboardproject.org/what-we-do/class-project/

TEACH OREGON: A pilot program that partners school districts with their local community colleges and teacher training institutions in order to create collaborative models that prepare new teachers to meet districts' specific, real-world needs. chalkboardproject.org/teacher-preparation/

DISTINGUISHED EDUCATORS COUNCIL: A group of thirteen outstanding teachers selected to develop recommendations for supporting and strengthening the teaching profession and ensuring that Oregon is a great place to teach and learn. chalkboardproject.org/the-distinguished-educators-council/

OPEN BOOKS PROJECT: An easy-to-use tool that allows all Oregonians to explore a wide variety of information about Oregon's K-12 public schools. You can view information about your local district, compare districts, or see statewide averages. openbooksproject.org

2012-13 Profile of Oregon Schools

Number of Districts	196	Total Number of Minority Students	189,134
Number of Schools	1,361	Percent of "Small Districts" (under 250 students)	28%
Average Number of Students Per District	2,845	Percent of Households with children 6-17	23%
Median Number of Students Per District	785	Teacher FTE in 2012-13	26,463
Total Number of Oregon Students	561,328	Student Chronic Absenteeism Rate (Percent of students missing 10% or more of school days)	21%

Data: Oregon Department of Education, Fall Membership Report 2011-2012

GET INVOLVED

Here's how you can get involved:

- Share this pamphlet's information with teachers, colleagues, legislators, and schools.
- Educate yourself on the issues: our resources are a great place to start. Try these first: chalkboardproject.org/the-issues/ and openbooksproject.org.
- Check our website (chalkboardproject.org/action-center/) for upcoming opportunities to support Oregon's schools and educators. Join our Citizen Corps and add your voice!

Chalkboard Project uses a three-pronged strategy to strengthen our schools:

- 1) Research: provide evidence-based research as the basis for reforms.**
Based on best-practice research, Chalkboard has advocated for lowering K-1 class sizes, providing reading tutors to all K-3 students, investing in supports for new teachers, stabilizing school funding, and finding efficiencies in school business practices.
- 2) Incubate: partner with educators and stakeholders to pilot promising practices and demonstrate results.**
Chalkboard's CLASS Project now works with over 33% of Oregon's students. CLASS received a \$24.4 million federal grant and earned high praise from U.S. Secretary of Education Arne Duncan. TeachOregon partnerships will begin implementing new models of teacher preparation in Fall 2013.
- 3) Advocate: serve as an independent, non-partisan voice for evidence-based policies.**
Chalkboard, a nonprofit organization, does not act in the interest of one group or policy but instead acts for the benefit of Oregon's schools, students and citizens. All voices—schools, teachers, administrators, unions, universities, and students—are at our table.