

Outcomes and Investments  
Subcommittee  
October 8, 2013  
10:30am - 12:30pm  
775 Court Street, NE  
Salem, Large Conference Room

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*Materials packet includes:*

Meeting Agenda

Draft - OEIB Quarterly Scorecard

Achievement Compact Assessment Program



## OREGON EDUCATION INVESTMENT BOARD Outcomes and Investments Subcommittee

775 Court Street, NE  
Salem, OR 97310  
Large Conference Room

Tuesday, October 8, 2013  
10:30am – 12:30pm

Members: Dick Withnell, Chair, Hanna Vaandering, Ron Saxton

### AGENDA

1. Subcommittee Welcome & Roll Call
2. Review of Purpose, Focus & Timeline  
Dick Withnell, Chair
3. Review & Discussion of Draft Achievement Compact Scorecard  
David Edwards, Director of Research & Policy, OEIB  
Whitney Grubbs, Chief of Staff, OEIB
4. Review & Discussion of Draft Achievement Compact Assessment Plan  
David Edwards, Director of Research & Policy, OEIB
5. 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](mailto:Seth.Allen@das.state.or.us). Requests for accommodation should be made at least 48 hours in advance.*

JOHN KITZHABER  
Governor of Oregon  
OEIB Chair

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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

Chief Education Officer  
NANCY GOLDEN

# OEIB Quarterly Scorecard

Student Key Outcomes	2012 Baseline	2015 Target	September 2013	Status
<b>Increase Children Ready for Kindergarten</b>	n/a	20%	<b>Pilot complete; on track for launch</b>	
<i>Strategy 1: Quality Rating System</i>		<i>On track</i>		
<i>Strategy 2: Kindergarten Innovation Fund</i>		<i>Funded by legislature; joint ELC/OEIB workgroup proposed</i>		
<b>Increase 3rd Graders Demonstrating Reading Proficiency</b>	70%	80%	<b>66% (down 4 points)</b>	
<i>Strategy 1: Statewide Literacy Campaign</i>		<i>Stakeholder meeting held; internal workplan complete</i>		
<i>Strategy 2: Oregon Reading Strategic Investment</i>		<i>K-12 reading funds delivered; early literacy RFP workgroup met</i>		
<b>Increase 8th Graders Demonstrating Proficiency in Math</b>	65%	75%	<b>63% (down 2 points)</b>	
<i>Strategy: STEM Strategic Investments</i>		<i>STEM programs RFP on track for Oct</i>		
<b>Increase Students On Track With Credits By End of 9th Grade</b>	n/a	85%	<b>Baseline data collected; ____ on track in 2012-13</b>	
<i>Strategy 1: Mentoring, Monitoring &amp; Support Investment</i>		<i>RFP date pushed from Sept. to Oct.</i>		
<i>Strategy 2: Transition Youth Development Division</i>		<i>Ask Iris</i>		
<b>Increase Students Earning College Credit in High School</b>	n/a	65%	<b>Baseline data collected; ____ earning college credit</b>	
<i>Strategy 1: Dual Credit, AP/IB/, Accelerated Learning Support for Underserved Students</i>		<i>Funding on track to be distributed by November</i>		
<i>Strategy 2: Accelerated Learning Task Force</i>		<i>Task force appointed; workplan developed; first meeting in October</i>		
<b>Increase 5-Year Cohort Graduation Rate</b>	71%	76%	<b>New data released in January 2014</b>	
<b>Increase College Enrollment Rate for Underserved Students</b>	62%	67%	<b>New data released in March</b>	
<i>Strategy 1: Oregon Opportunity Grant Redesign</i>		<i>Charge delivered by OEIB; HECC appointed</i>		
<i>Strategy 2: STEM Council</i>		<i>STEM Council appointed; first meeting in October</i>		
Key Equity Outcomes	2012 Baseline	2015 Target	September 2013	Status
<b>Increase 5th Grade ELLs Demonstrating Reading Proficiency</b>	21%	37%	<b>19% (down 2 points)</b>	
<i>Strategy 1: Implement State ELL Plan</i>		<i>Funded by legislature; dual language RFP out</i>		
<b>Decrease Achievement Gaps on All Metrics</b>	33-56% gaps	5% smaller	<b>No measurable progress</b>	
<i>Strategy 1: Implement Equity Lens</i>		<i>Lens adopted; implementation toolkit being developed</i>		
<i>Strategy 2: Closing the Achievement Gap Investments</i>		<i>Plan for identification of best practices; RFPs developed</i>		
<b>Achievement Growth at Focus / Priority Schools</b>	n/a	75%	<b>____ % demonstrate growth greater than state</b>	
<i>Strategy: Support improvement in focus and priority schools</i>		<i>Improvement plans being implemented; ODE support</i>		

Key System Outcomes	2015 Target	September 2013	Status
Standards & Assessments Aligned Across P-20	Complete	K assessment launched; funding & plan for Common Core implementation complete; cross-agency plan re: alignment of standards & assessments begun	
Functional P-20 Policy Data System	Phase 1 complete	Project Manager hired; plan for completion of business case begun; stakeholder meetings begun; aggressive timeline	
Achievement Compacts Track Key Outcomes & Drive Local Budgeting	Analysis & recommendations complete	Achievement compacts on track for completion; plan for analysis of achievement compacts begun; need to increase communication to field around purpose, process & use	
Policy Barriers to Student Success Removed and Mandates Reduced	Legislative agenda developed	Regional Achievement Collaboratives launched as learning sites; mandate relief work needs to resume	
Develop Strong Partnerships and Accountability Across P-20	Useful accountability System	Research & Policy Director hired; plan for analysis of achievement compacts begun; need to examine roles & tools for accountability	
Outcome-based State Budget	Developed & passed	Strategic Investments being implemented; boards & task forces to examine funding / allocation formulas appointed	
Key Initiatives are Analyzed for Impact and Return on Investment	All initiatives analyzed	Research & Policy Director hired; return on investment model defined and development plan begun	
Stakeholders adequately informed with adequate opportunities to provide input	85% stakeholders feel informed & engaged	Communications Director hired; collateral materials & website under development; baseline survey under development	



## OREGON EDUCATION INVESTMENT BOARD

### Achievement Compact Assessment Program Summary for OEIB Subcommittee on Outcomes & Investments October 8<sup>th</sup>, 2013

#### Purpose

The main purpose of this research program is to assess our progress on achievement compact targets. This research will answer three key questions:

- 1) What was the process by which achievement compact targets were set?
- 2) To what extent have targets been met, based partly on the perceived difficulty in meeting them?
- 3) What do the outcomes suggest about how to maximize our return on investment?

The answers to these questions will inform the structure and content of the achievement compacts going forward as well as the Oregon Education Investment Board's budget and policy recommendations. Ultimately, the results will help us move more students along the continuum to successful outcomes.

#### Process Assessment

Determining the process by which achievement compact targets were set will entail a series of in-depth interviews (IDIs) with a representative group of stakeholders. This approach will allow us to understand the perceived use and effectiveness of the achievement compacts. The following details the number of IDIs to be conducted.

<b>Educational Institution Represented</b>	<b>Number of IDIs</b>
K-12 districts	16
Community colleges (CC)	8
Oregon university system (OUS)	8

The IDIs will be conducted in-person where possible. Each IDI will last about 60 minutes. The key deliverable will be a PowerPoint report complete with an executive summary, conclusions & recommendations, and detailed findings. Observations and recommendations will be supported, in part, with verbatims from interviewees. Target date: Nov. 20<sup>th</sup>.



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### Target Assessment

This project will be initiated once state test scores, attendance figures and other relevant data are available for the 2011-2012 academic year. The study will involve assessing the extent to which the stakeholder entities have made progress against their targets. This project will be largely quantitative in nature, with some supplemental qualitative feedback. Progress against targets will be analyzed at various levels:

- State: overall (P-20 continuum)
- K-12: representative districts
- Community colleges: system overall and individual schools
- Oregon university system: overall and individual schools

Some aspects of this project, such as perceptions of progress, strategic initiatives/key interventions and other factors, will be derived from the process assessment study. The key deliverable will be a PowerPoint report complete with an executive summary, conclusions & recommendations, and detailed findings. Target date: Dec. 5<sup>th</sup>.

### Strategic Investment Assessment

The main thrust of this project is to develop a resource allocation model to help inform future strategic P-20 investments. This project will consist of two distinct phases. In the first phase, we will develop a basic quantitative model that identifies the relationships among key drivers, interim outcomes and target outcomes. Key drivers in this case will consist of curricular interventions like pull-out reading programs. Interim outcomes will consist of progress indicators like third-grade reading proficiency. And target outcomes will consist of essential 40-40-20 outcomes like high school graduation. The model will be developed using structured equation modeling or a related approach such as partial least squares.

The key deliverable in this phase will be a PowerPoint report which maps the relationships among the variables noted above and suggests potential areas for further study, i.e, weak points in the continuum that require improvement in order to achieve 40-40-20. The project will also allow us to identify appropriate state and, if desired, institution-specific targets for future iterations of the achievement compact given the 40-40-20 target by 2025. Target date: Dec. 19<sup>th</sup>.

The second phase of this project will entail creating a simulator which allows the OEIB to assess progress toward 40-40-20 given different scenarios. These scenarios will be predicated on different inputs pertaining to human capital (teacher effectiveness), curriculum (common core), and engagement (student attendance). The simulator will also take into account barriers to



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advancement along the education continuum, e.g., college tuition. The key deliverable will be an Excel-based simulator, along with a summary report which captures key takeaways from testing various scenarios, including a prioritization of potential strategic investments. Target date: April 2014.

### **Other, Related Research**

A variety of “deep dive” studies will be undertaken on an ad hoc basis. These studies will focus primarily on evaluating strategic initiatives and/or transitional pain-points, such as the transition from high school to college. Potential projects include:

- Assessments of key strategic investment initiatives, e.g., extended time & individualized support for reading (Focus & Priority schools).
- An experimental design to test the effectiveness of half-day pre-school & half-day kindergarten vs. full-day kindergarten alone.
- A qualitative study to determine why few, if any, GED students complete further education.
- A qualitative study to identify the key factors that contribute to freshman churn at community college and four-year institutions.

These studies will be determined, in part, based on critical issues left unanswered by the basic model and the simulator.