LearnWorks:
Findings and Recommendations

What is LearnWorks?

- This summer, the Oregon Business Council enlisted the help of many institutions and organizations, asking them to donate the time of their best thinkers to envision what a seamless, outcomes-based system of education could look like.
- In August 2011, 30 Oregon educators and community members spent 3000 hours thinking deeply about possible structures and practices to improve our education system.
- The result was a set of ideas around how the OEIB and legislature could support students and educators to reach Oregon's 40-40-20 goal.

LearnWorks Commitment to Equity

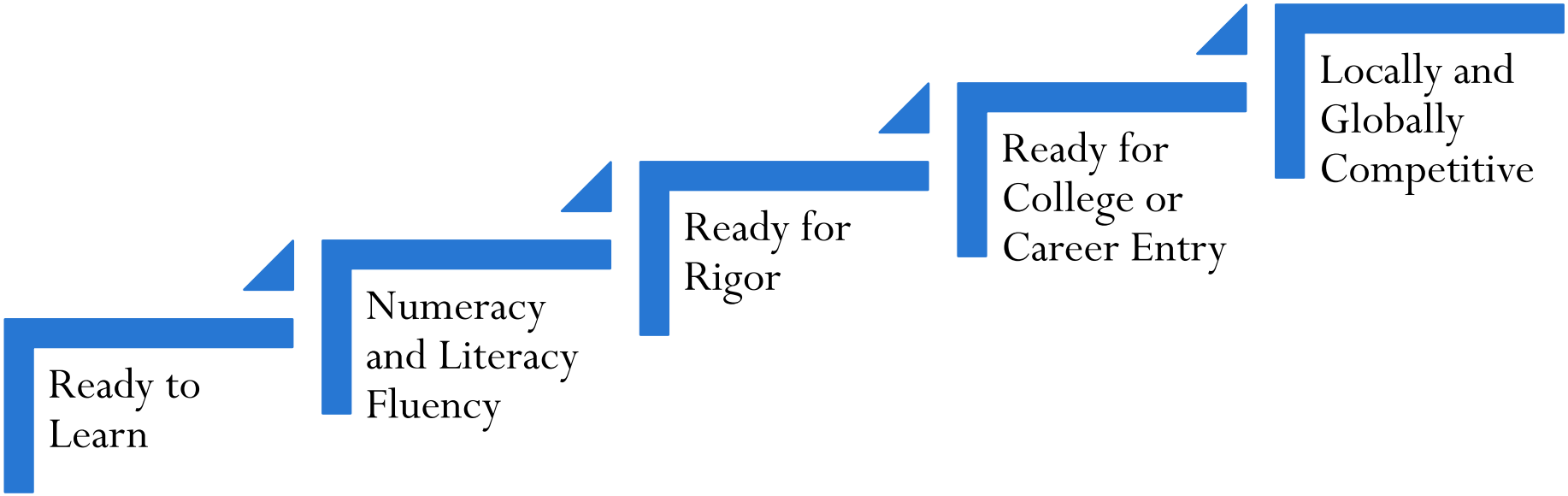
- We are accountable to the citizens of Oregon to meet the educational needs of all students by creating publicly-funded learning environments that address the developmental needs of all learners and the needs of Oregon's economy.
- We recognize that a responsive, successful public education system establishes as its highest priority equity and opportunity for all learners regardless of socioeconomic status, learning needs, geography, ethnicity, gender or native language.
- The goals of 40-40-20 can only be met in this context.

The “tight-loose” relationship between the state & education delivery systems.

Tight → Loose

Focused Outcomes	Local Control
Clear Indicators	Remove Barriers to Innovation
Improved Measures	Support and Disseminate Best Practices

Clear Outcomes



Outcome: All students are proficient in academic English.

Integrated Factor #1: Teaching and Learning

Integrated Factor #2: School Climate and Culture

Essential Factor 1 –QUALITY:
Students are engaged in a bilingual or structured ESL immersion program that is implemented with fidelity, intensity, continuity, and consistency.

Essential Factor 2 –ACCESS:
Students have access to an appropriate program and both students and parents know how to get involved in their learning community.

Essential Factor 3 – BELIEFS:
Students, teachers, administrators, parents, and community members believe learners can meet the outcome and they know what progress looks like.

Essential Factor 1: Students are engaged in a bilingual or structured ESL immersion program that is implemented with fidelity, intensity, continuity, and consistency.

PROGRAM	LANGUAGE	COMPONENTS	DURATION	GOALS
Structured Immersion Sheltered English, Content-Based ESL	90 – 100% English; may include L1 for clarification	Sheltered subject-matter instruction at students' level of English; ELLs grouped for instruction; teachers trained in immersion methods	1-3 years	Assimilating ELLs; quick exit to mainstream classrooms

Adapted from Jame's Crawford's Educating English Language Learners, Language Diversity in the Classroom, 2004.

Ready to Learn

By about age 5, learners have the cognitive, social, emotional, and behavioral skills necessary for kindergarten.

Indicators (How do we know?)

Percentage of children who meet established developmental milestones in:

- Child health
- Child language
- Literacy and learning
- Social/emotional development
- Parent, family, and support development
- Cognitive development

Percentage of children who enter school ready and able to learn

Numeracy and Literacy Fluency

By about age 9, learners are proficient in literacy and numeracy and can apply those skills in a variety of contexts.

Indicators (How do we know?)

- The percentage of learners who can read and use number skills by about age 6.
- The percentage of learners who, by about age 9, can read, comprehend, and communicate about a variety of texts and apply number skills to solve problems.

New Ways of Measuring

- Teacher assessment of individual learners through classroom based assessments and student work (i.e., a "collection of evidence").
- Assessments given at about ages 6 and 9 of reading and math skills.
- Survey next-level teachers, learners, and parents whether learners arrived with the skills necessary to succeed at that level.

Ready for Rigor

By their mid-teens all learners are establishing academic behaviors; acquiring reading, writing, math, and thinking skills; and developing core knowledge that allows them to explore new and challenging learning experiences across varied content areas.

Indicators (How do we know?)

- The percentage of students who consistently demonstrate academic behaviors that enable them to become self-directed learners as they enter high school
- The percentage of students who consistently demonstrate key cognitive strategies across content areas as they enter high school
- The percentage of students who consistently demonstrate developmentally appropriate proficiency in Oregon's Common Core content knowledge and essential learning skills as they enter high school

Tools (How do we measure it?)

- Teacher assessment of individual learners through on-going classroom based assessments, performance assessments, work samples, locally developed tests
- Content and essential skills: work samples, portfolios, local common standard-based assessments, OAKS

Ready for College or Career Entry

By their late teens, learners earn a full-option diploma and have the skills necessary to enter college or a career.

Indicators (How do we know?)

- The percentage of students who are on pace to earn a full-option diploma measured at established intervals from early childhood through late teens (Proficiency standards: key content, key cognitive strategies, academic behaviors, and contextual skills & awareness)
- The percentage of students, employers, and higher-ed faculty who report students are ready for college and career success.

Tools (How do we measure it?)

- A variety of large scale assessments (e.g., OAKS, EXPLORE, PLAN, ACT, AP, IB) and a summative judgment by a teacher on a collection of student evidence at pre-determined intervals (e.g., early learning; ready for rigor)
- Survey instrument that provides information on the respondent (e.g., type of institution; manufacturing, professional services; high school completer, community college completer, university completer)

Locally and Globally Competitive

The majority of learners obtain a post-secondary degree or certificate that attests to their ability to think and learn, and provides them with a durable competitive advantage in the local and global economy.

Indicators (How do we know?)

Percentage of learners who progress toward completion and complete degrees/certificates by age 25 and/or through lifelong learning pathways.

- Increased number of learners completing degrees/certificates and meeting milestones (e.g, number of credits)
- Reduced time to completion
- Increased credentialing of the incumbent workforce

Number of degrees, certificates, and research funds that respond to and meet the demands of the local and global economy.

- Increased number of Oregon employment opportunities filled by Oregon completers
- Increased number of products, start-ups, and spin-offs attributable to Oregon research
- Increased wages and/or personal income of Oregonians
- Increased employers' satisfaction with workforce skill set

Percentage of population that is productively engaged in the community.

- Increased voter turnout
- Increased philanthropic engagement
- Reduced crime rates (reduced health care cost and corrections)
- Increased health and wellness (reduced health care cost and corrections)

How do we get there?

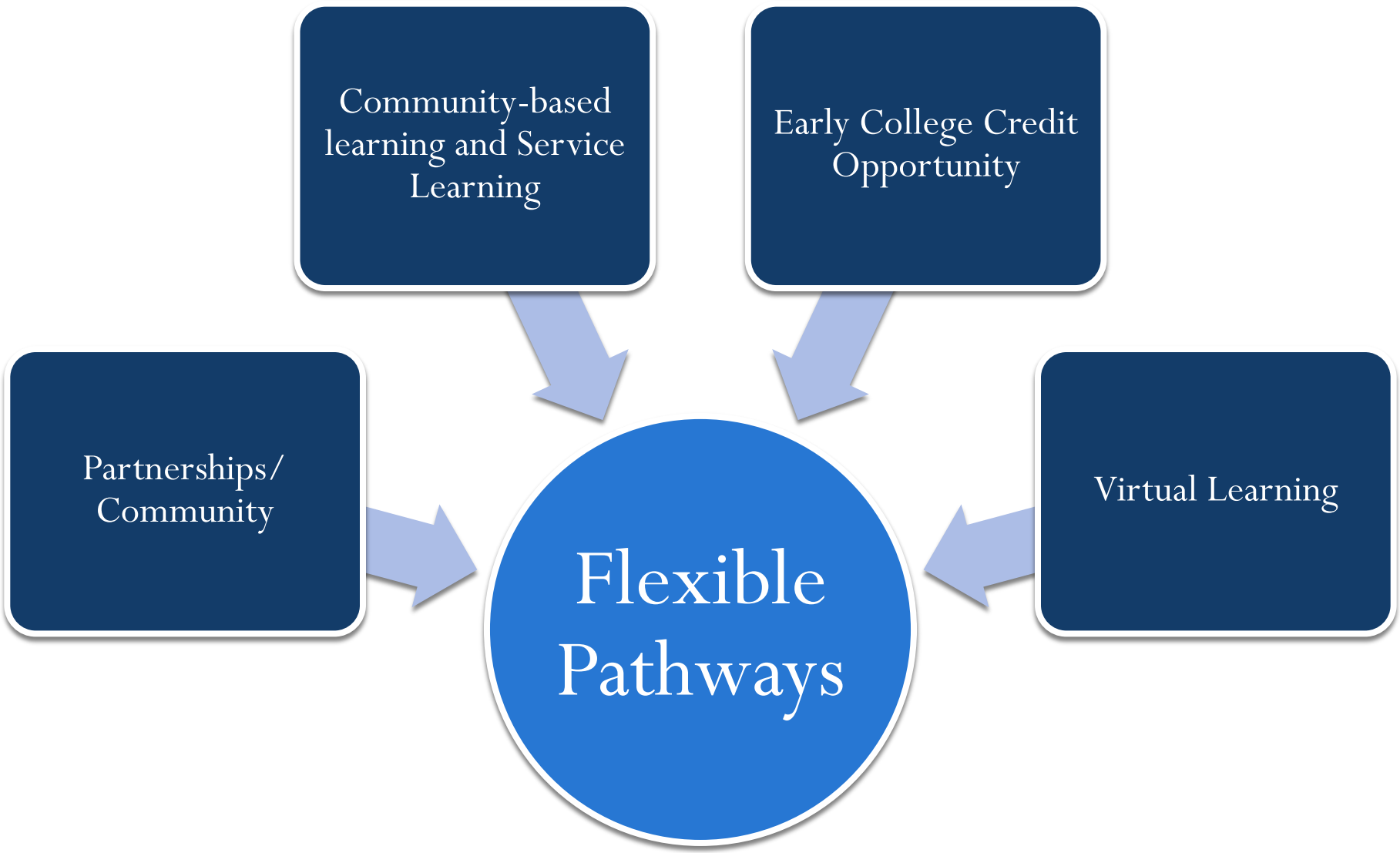
- Articulated standards across the entire continuum that address core content PLUS cognitive strategies, learning behaviors and transitional skills.
- A student-centered, proficiency-based system of teaching and learning.
- A longitudinal statewide data system that is USEFUL for teachers, students, parents & policymakers.
- Budget and accountability system that supports institutions in their pursuit of outcomes for students.

Articulated Standards Across a "Curricular Continuum"

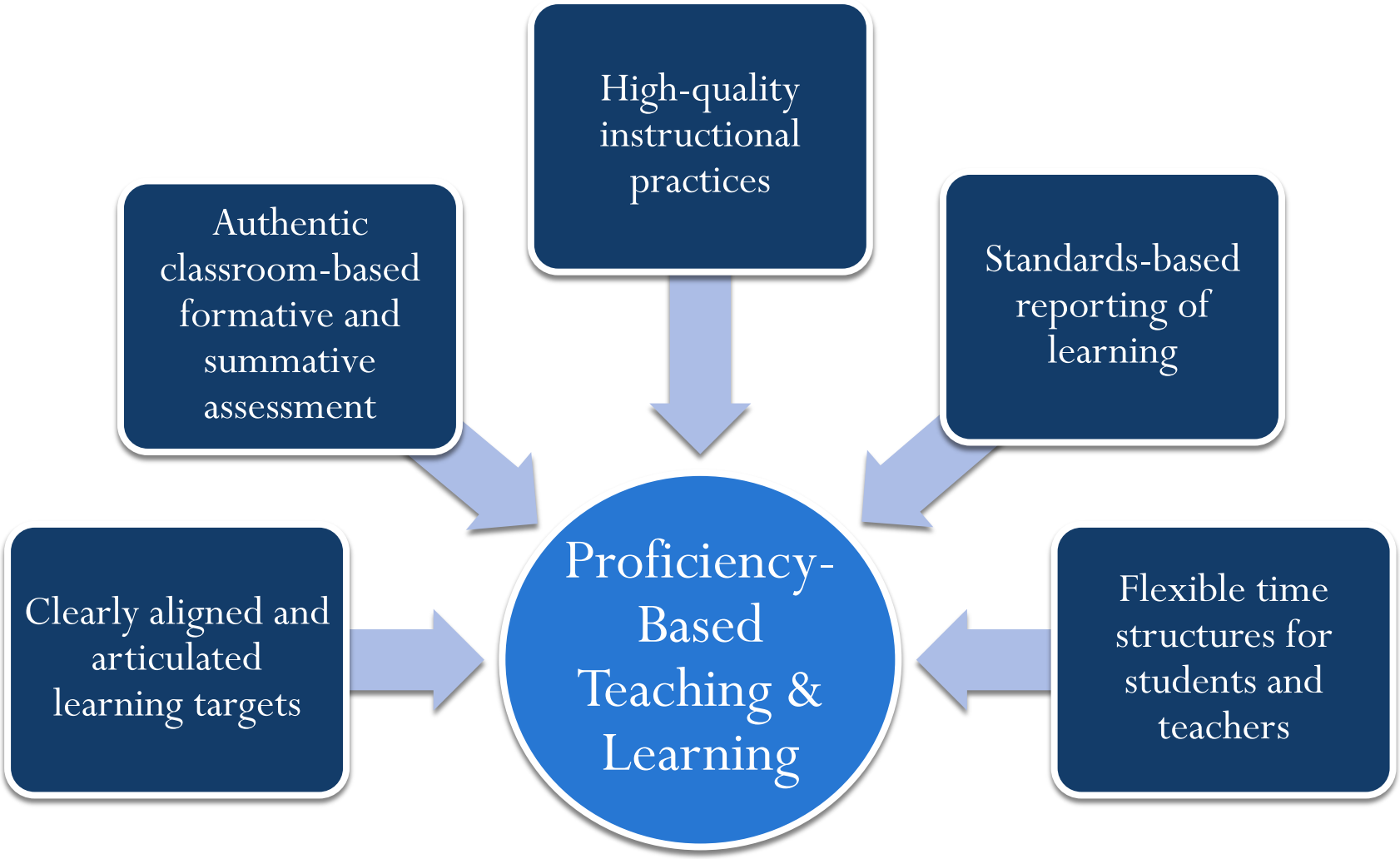
KNOW Key Content Knowledge	THINK Key Cognitive Strategies	ACT Key Learning Behaviors	GO Key Transitional Skills
• Common Core Course Standards	• Problem Formulation • Research • Interpretation • Communication • Precision/ Accuracy • Common Core Practice Skills	• Time Management • Study Skills • Retention of factual information • Goal Setting • Self-Awareness • Persistence • Collaborative • Learning • Ownership of Learning	• College Awareness • College types • Career Pathways • College Culture • Admissions • Affording college • Relating to professors • Transitioning

Assessment and Confirmations of Learning: Measuring Know, Think, Act, Go

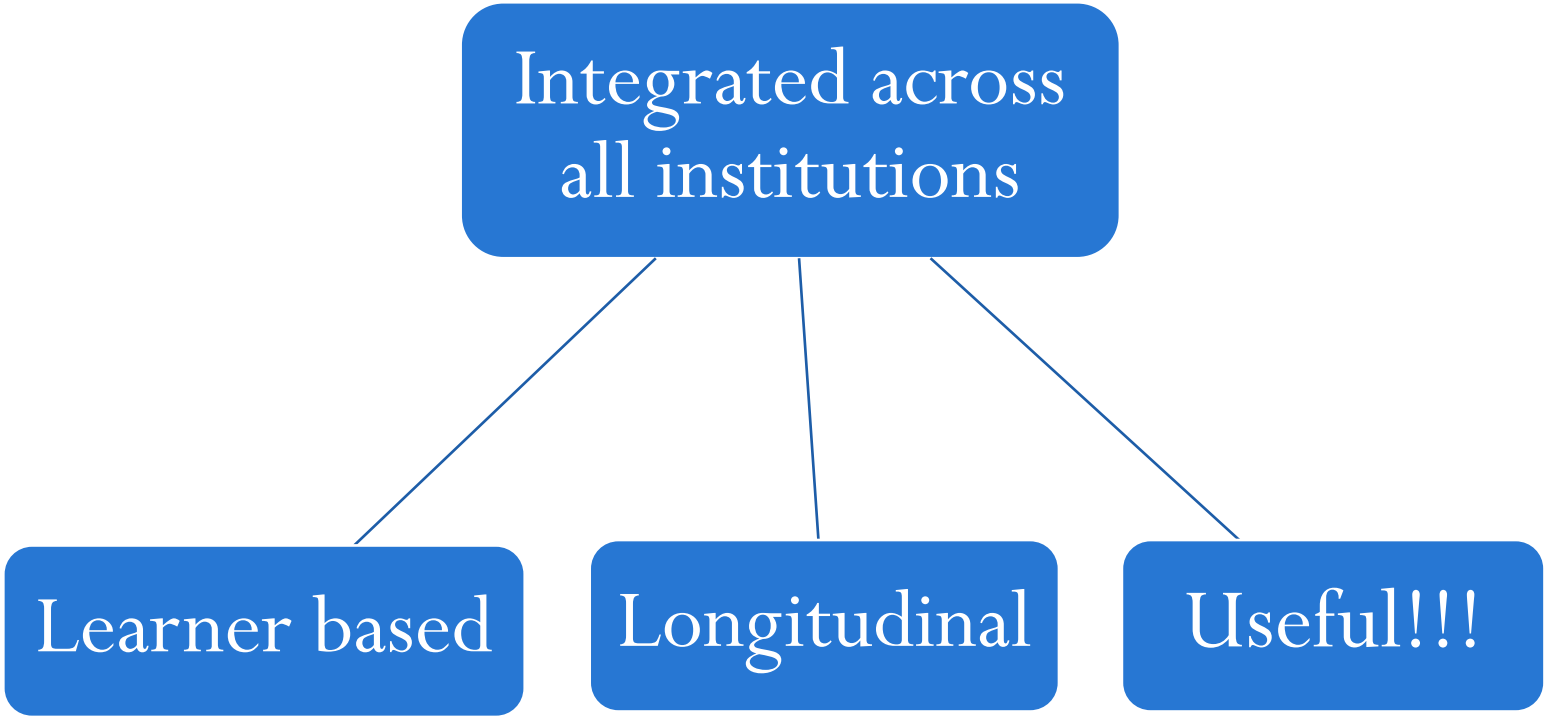
Current	Ideal
Disjointed; non-relevant to classroom practice	On-going classroom assessment embedded within the instructional cycle Assessment based on valid and reliable teacher judgment
Grade and marks based on activities; not tied to standards	Assessment of proficiencies of college- and career-ready standards and skills
Standardized test (OAKS) that assesses progress of schools and districts	Teachers, parents, and students can monitor individual student progress and growth on grade level standards
K-8: Grades but no credit	An articulated proficiency-based system with valid confirmations of learning that inform students, parents, and educators at each stage Credentials explicitly represent what students know and are able to do
9-12: Credits based on seat time; grades not tied to standards	
Post-secondary: Courses/credits; grades imply proficiency	


Community-based learning and Service Learning
Early College Credit Opportunity
Partnerships/ Community
Virtual Learning
Flexible Pathways

Elements of a Proficiency-Based Teaching and Learning Environment



Statewide Data System



Key Data System Goals

Inform Educators Within and Across Learner Groups

- Teachers—to tailor instruction to student needs and anticipate student needs as they transition across learner groups
- Counselors—to assist students in setting goals, monitoring progress, and staying on pace
- Administrators—to provide leadership and support that enables teachers and counselors to perform at high levels and to guide continual professional growth

Key Data System Goals

Inform Students and their Families

- To assure students know where they are in the learning process
- To help increase student and family ownership in the education process
- To evaluate student status relative to completion requirements

Key Data System Goals

Inform Policymakers and Researchers

- To evaluate overall system progress in meeting educational goals
- To evaluate the effectiveness of specific programs and initiatives
- To determine if funding system incentives are achieving their objectives without unintended consequences
- To evaluate the system's effectiveness at meeting equity goals

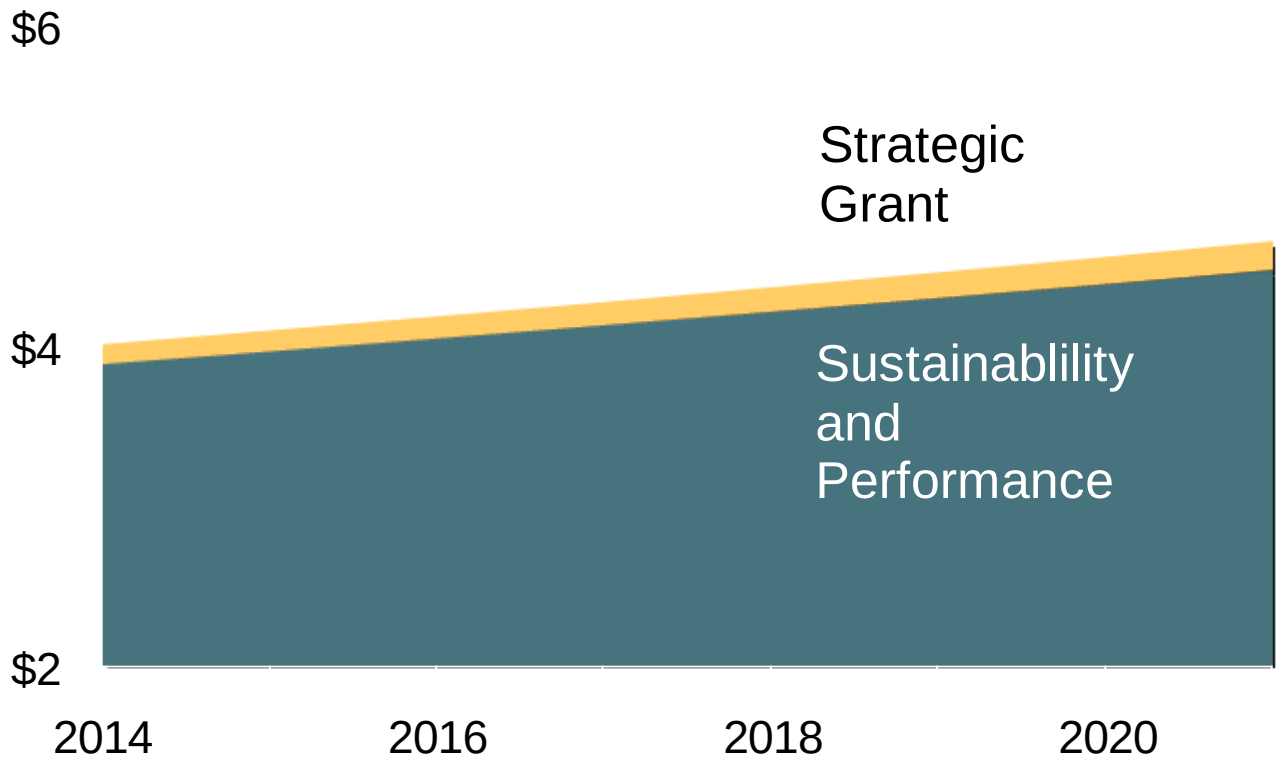
Budgeting for Outcomes

Basic Budgeting Assumptions

- State funding allocated on the basis of time-measured enrollment (hours, days, years) is inadequate to achieving the central policy objective of 40-40-20
- We need to fundamentally change the philosophy and methodology by which we fund educational organizations
- Educators and lawmakers must play mutually supportive roles in the pursuit of this objective
- The transition to the new funding methodology must be smooth and incremental

Basic Funding Framework

(Years and Dollars [in billions] for illustration only)



Some General Funding Principles

- Fund outcomes (or increments thereof), not inputs/process costs
- Fund the culture/system that produces the outcome, not the intervention for having failed to do so
- Funding should recognize and reflect the differences between educational sectors and individual institutions
- Different sectors and institutions will have different missions, different populations served and, therefore, different cost models
- Use funding to incentivize the pursuit of outcomes, and use policies to mitigate against perverse incentives and/or unintended consequences
- Funding needs to be stable enough to minimize monetary risks associated with delivery system redesign

A Different Kind of Accountability …

Accountability is most effective when:

- It is principally *for* something – like an outcome – and not *to* someone
- It encourages, incents, and rewards ownership and responsibility for the outcome
- It respects freedom and is based on trust
- It enhances and does not diminish the ability to achieve outcomes

Sustainable/Performance Component

- Based on outcomes compacts between the state and delivery entities
- Accountability is
  - A shared responsibility of the state and the district or institution for the outcomes in the compact
  - *Not* achieved by making the funding level contingent on performance (funding in general is contingent on participation in outcomes compact)
- Non-fiscal accountability is achieved by providing a spectrum of increased flexibility to increased oversight, as the district or institution progresses toward the objectives in the outcomes compact

When a Delivery Entity **IS** Making Progress

- Access to and control over strategic grants
- Responsibility and opportunity to develop, define, and scale up best practices
- Reduced reporting requirements
- Positive recognition
- Relaxed oversight
- "Limitless innovation" – exploratory, high potential with high risk

When a Delivery Entity **IS NOT** Making Progress

- External diagnostic assessment
- Prescriptive application of assistive intervention:
  - Level 1 – Peer support ("coaching")
  - Level 2 – External monitoring and prescriptive use (re-distribution) of existing resources
  - Level 3 – Application of intervention resources. Outside assistance team funded by external resources from a set-aside fund.
  - Level 4 – Receivership
- Innovation limited to that which is grounded in existing research, demonstrated capacity for success, and specifically designed to make adequate progress toward objectives
- Delivery entity is rewarded for improvement with increasing levels of freedom