



Oregon Education Investment Board

# OEIB ACCOMPLISHMENTS

TAB 9

LEARNING FROM STRATEGIC INVESTMENT RECOMMENDATIONS



## Learning from Strategic Investments Drives Additional Resourcing and Informs Policy

In 2013, the Legislature passed the Strategic Initiatives for Student Success (HB 3232) and the Network for Quality Teaching and Learning (HB 3233) to find the best levers to drive student outcome improvement. With best practices identified a highly targeted set of strategic investments were recommended for the 2015-17. Listed below are samples of some of the Strategic Investments from 2013-15 where key learning and outcomes drove what was proposed in the Governor’s Recommended Budget for 2015-17.

2013-15 Investment	Key Learning	Impact On 2015-17 Budget
<p>Early Reading Investments:</p> <ul style="list-style-type: none"> <li>• Designated to extend/expand reading opportunities to Focus and Priority schools</li> <li>• Statewide Literacy Campaign</li> <li>• Reading Equity Summits</li> </ul>	<ul style="list-style-type: none"> <li>• Focus &amp; Priority Investments found that schools that focused on combinations that included more time for students and professional development for educators were more successful than schools that only focused on technology.</li> <li>• Through the building of the Literacy Campaign we traveled the state to listen and learn from families how to best communicate and engage in culturally specific ways to support literacy building at home.</li> <li>• In bringing together statewide partners who reflected the faces of Oregon students in the Reading Equity Summit we learned how powerful partnerships with schools and community based organizations can be in 3rd grade reading results.</li> </ul>	<p>Age 3 to Grade 3 Investment Recommendation</p>
<p>Eastern Promise Replication Grant: Funds for consortiums of school districts, education service districts (ESDs), community colleges, and four-year universities to expand opportunities for high school students to earn college credits while in high school and to build a college-going culture in local schools.</p>	<ul style="list-style-type: none"> <li>• High quality Accelerated Learning Programs:               <ul style="list-style-type: none"> <li>• Increase the likelihood that students will not only finish high school but attend college and complete a degree</li> <li>• Reduce the need for remedial classes</li> <li>• Make college-going more affordable and accessible for students</li> </ul> </li> <li>• Between dual credit and proficiency based classes, the number of early college credits earned in Eastern Promise increased from 14,000+ in 2012-13 to over 27,000 in 2013-14 involving 45 high schools, two community colleges, and one university.</li> </ul>	<p>Accelerated Learning Investment Recommendation</p>
<p>Investments In Educators: Network for Quality Teaching and Learning and the TELL Survey</p>	<ul style="list-style-type: none"> <li>• Sixty-three percent of new Oregon educators with a mentor believe the support they received was critical to them remaining in the profession.</li> <li>• Only half of the teachers responding to the TELL survey reported that they have time available to collaborate with colleagues.</li> <li>• Districts with strong mentoring, professional development and educator collaboration are closing opportunity gaps and outperforming the rest of the state significantly. For example, in districts that received District Collaboration Grants we saw:               <ul style="list-style-type: none"> <li>• An increase in 3rd grade reading by 3% (6.4% for disadvantaged students)</li> <li>• An increase in 5th and 8th grade math by 4% (6.7% for disadvantaged students)</li> </ul> </li> </ul>	<p>Network for Quality Teaching and Learning Investment Recommendation</p>
<p>STEM Hubs and Related Investments: Regional, multi-sector partnerships involving K-12, community colleges, universities, economic/workforce development, and non-profits providing out-of-school programming.</p>	<ul style="list-style-type: none"> <li>• STEM/CTE education engages students in meaningful, applied learning that connects academic content to real-world, workforce situations.</li> <li>• Hands-on, project-based learning has the effect of “pulling” students through high school who otherwise might not graduate.</li> <li>• STEM jobs are growing at two to three times the rate of non-STEM jobs across the nation and many are going un-filled or filled by out-of-state applicants.</li> </ul>	<p>STEM/CTE Investment Recommendation</p>

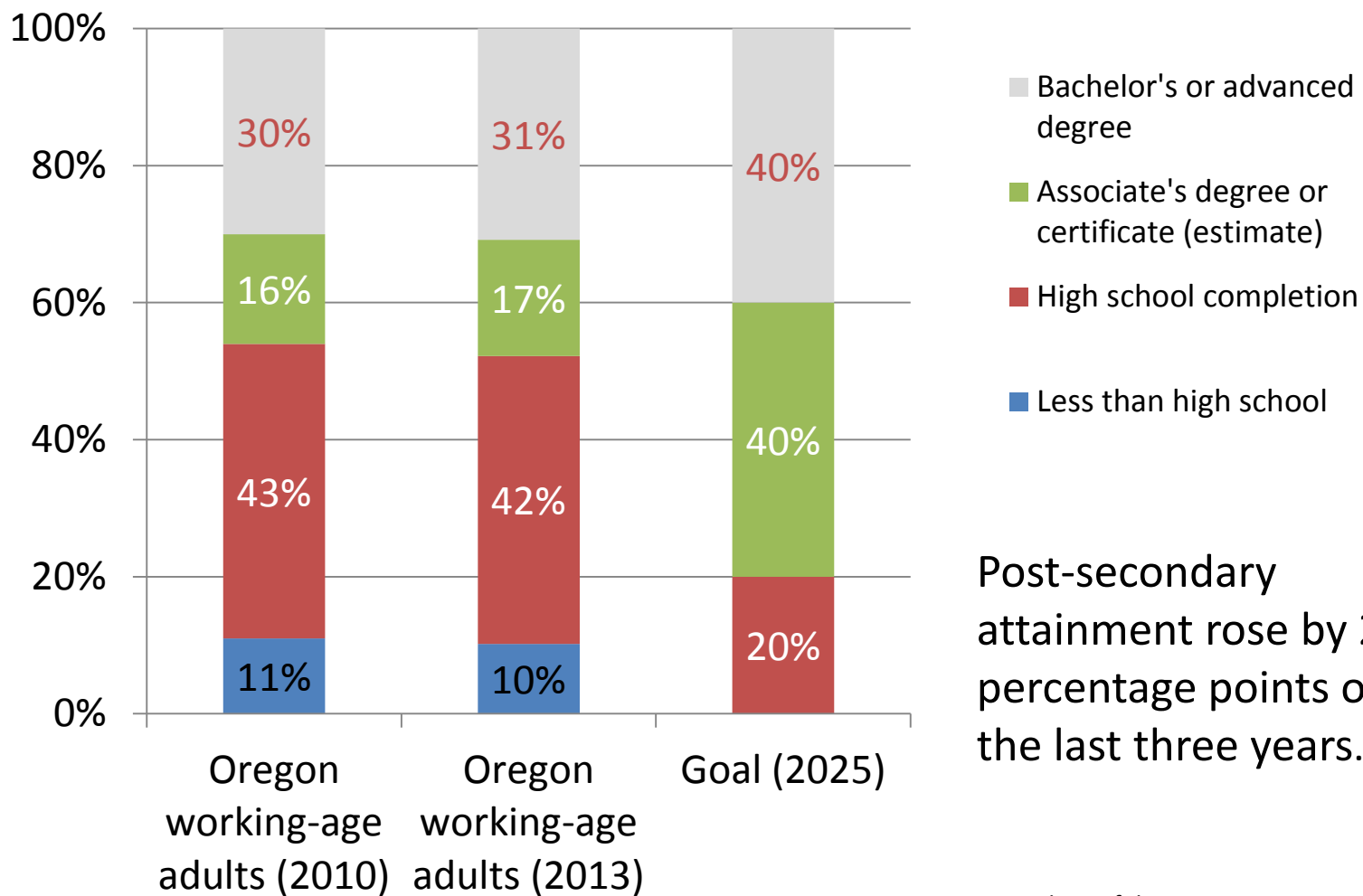
TAB 10

KEY RESEARCH AND DATA ON OEIB LED INITIATIVES



# Oregon Progress towards 40-40-20

## *Attainment by Adults Ages 25-64*



Post-secondary attainment rose by 2 percentage points over the last three years.

### 40-40-20 was created to be a measure of Oregon's prosperity.

40-40-20 was originally created to drive Oregon's economic prosperity. As the system designed to prepare students for the workforce and their future, we use 40-40-20 to set goals for educational attainment that are aligned with workforce needs and aspirations. For our purposes, 40-40-20 is not just about statewide prosperity but of individual, student prosperity as well. It is about building the kind of seamless system that ensures each and every one of our students has every opportunity to be successful.

### 40-40-20 data is measured by looking at the entire adult population in Oregon not just the student population as they progress through their education (often referred to as the "pipeline").

As determined by the Oregon legislature, 40-40-20 is measured by looking at the entire adult population because it more holistically reflects the skills and educational attainment of the workforce as a whole.

### The 40-40-20 data tells we need to do two things to improve both statewide and individual prosperity: 1) improve high school graduation rates; and 2) ensure more students are getting degrees and certificates.

The strategic investments recommended by the OEIB for 2015-17 represent both short-term and long-term strategies to improve these two critical aspects of 40-40-20.

### Since 2010, our progress towards 40-40-20 has increased. With targeted strategic investments this progress will accelerate.

Since 2010, student progress is moving closer towards 40-40-20. While this increase is notable, representing thousands of Oregonians progressing in their education, it is still **only** about **two percentage points**. That is precisely why continued targeted investments to accelerate high school graduation and degree/certificate attainment are so critical. The recommended strategic investments for 2015-17 will build on momentum towards 40-40-20 AND ensure that students have the skills necessary to thrive in the workforce.

# Five Regional Promise Sites

**Grant aims:** The five Regional Promise Sites (2014–2015), patterned after the Eastern Promise program that began in Eastern Oregon in 2012, are consortia of school districts, education service districts (ESDs), community colleges, and four-year universities united to expand opportunities for students to earn college credits while in high school (through accelerated college credit [ACC] courses). The sites also aim to build a college-going culture in local schools. Working collaboratively, the consortia develop cross-sector learning communities with representatives from both the K–12 and postsecondary systems. Extensive planning is required to organize such collaborations, plan expansion of ACC courses, and implement college-going activities; thus, the academic year 2014–2015 should be considered as a pilot year.

**Consortium goals:** Each consortium has the common goals of:

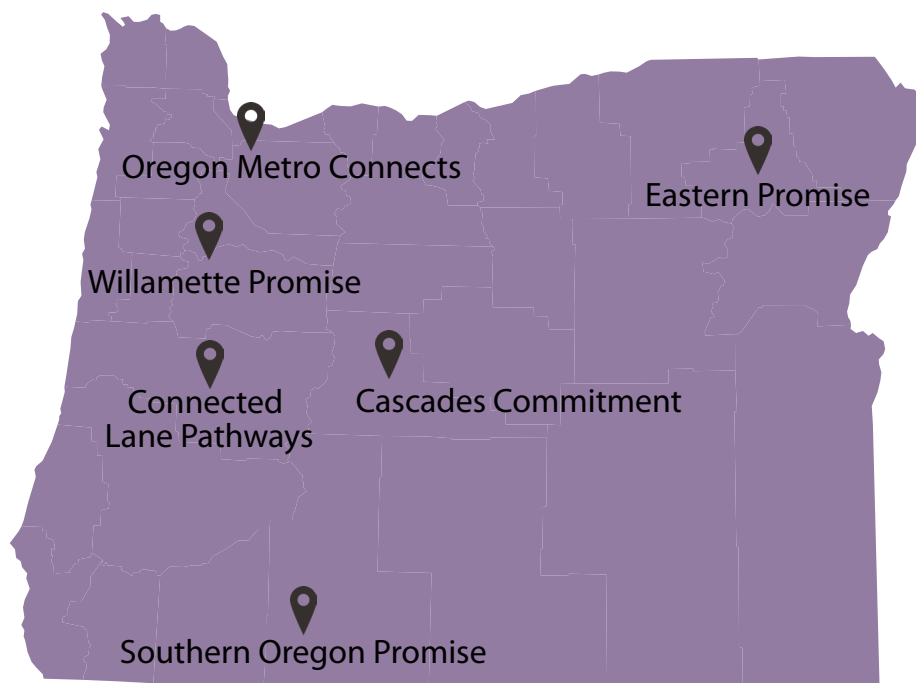
- Increasing opportunities for all students to access college credit classes while in high school
- Promoting a college-going culture
- Developing learning communities of high school teachers and college faculty

To accomplish these goals, each consortium has adopted its own approach to best meet the needs of the local community. Regional needs such as providing paths to teacher qualification for dual credit instruction and ensuring alignment between high school and college course content are being addressed through strategies such as the professional learning communities (PLCs) that enable educators from the secondary and postsecondary sectors to work together.

The sites have the potential to reach a large and diverse group of students in both rural and urban areas. The five grantees serve a high percentage of students eligible for free or reduced-price lunch (FRL): Across all consortia the average is 55.9 percent of students with FRL status, with a range of 50.4 to 60.0 percent.

## Impact as of fall 2014:

- 25 PLCs have been formed or are in process, covering 36 courses and involving 216 high school teachers and 81 postsecondary faculty from community colleges and four-year institutions
- 128 high school teachers are newly qualified to teach ACC
- 5,044 students in grades 5–8 and 5,257 students in high school have been or will be involved in activities promoting a college-going culture
- 33 college preparation classes for high school students are either ongoing or planned, with 2,105 students enrolled or projected to be enrolled
- 83 new ACC classes are being offered in 52 high schools through the grant
- All consortium high schools previously had at least one ACC class, but the program has expanded offerings
- More than 1,600 high school students have already enrolled in expanded college-level course offerings or are predicted to enroll in winter term
- New ACC offerings have the potential to reach up to 108,447 high school students in the participating districts



# Eastern Promise

**Consortium model** Eastern Promise is a collaboration among Eastern Oregon postsecondary institutions and school districts seeking to build a college-going culture in their region and expand access to college-level coursework for rural high school students.

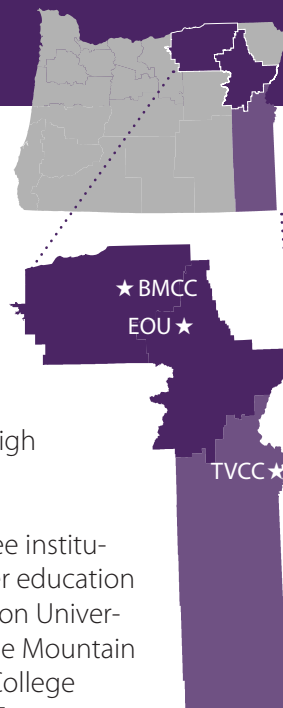
The program's goal is to increase the number of students prepared to attend college after high school and to help students in rural and remote schools see postsecondary education as a viable option. In rural areas, fewer accelerated college credit (ACC) courses may be offered due to limited access to postsecondary institutions (i.e., greater distance to the nearest college) and lack of teacher qualifications. Oregon high school teachers must have a master's in the content area to offer a dual credit course, which can be problematic for rural

schools with fewer staff. Eastern Promise has developed a new pathway for teachers to be able to offer dual credit courses: With approval from the Oregon Department of Education, Eastern Promise offers a credit-by-proficiency option, in which a qualified high school teacher participates in a professional learning community (PLC) with postsecondary faculty and instructs a high school course with college learning outcomes established by the PLC. At the end of the course, the student can earn college credits if he or she meets a certain level of mastery of the subject through assessments developed by the PLC.

To increase the culture of college-going, Eastern Promise asks students in fifth grade to sign a learning compact and visit college campuses. In grade 9, students develop a 10-year

plan as part of a career choices class and post-secondary planning continues throughout high school.

**Partners** Three institutions of higher education (Eastern Oregon University [EOU], Blue Mountain Community College [BMCC], and Treasure Valley Community College [TVCC]) are partnering with the Inter-Mountain Education Service District and the Malheur Education Service District, and approximately 30 school districts.



*Our program is really helping students to move forward in their expectations of what they will do later on as college students.*

## Progress to date

### College-going culture

- Last year, 1,572 students in 34 schools and 14 districts participated in Academic Momentum, a curricular program beginning in grade 5 that enables students to complete a compact, participate in a college week at school, and visit Eastern Oregon University
- Last year, 519 students in 18 high schools and 18 districts earned 1,557 college credits through
- Success 101, a three-credit course for grade 9 students in which they develop a 10-year plan that impacts decisions in high school about future education/training goals

### Dual credit expansion

- Students earned 27,000 credits through Eastern Promise credit-by-proficiency and through traditional dual credit classes in 2013–2014
- The program resulted in Eastern Promise classes and PLCs in 12 different subjects

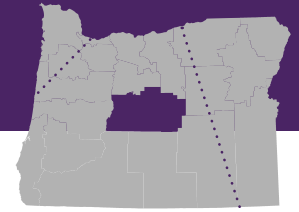
### CONTACT

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**STUDENTS** The program has the potential to reach 38,440 students (K–8: 26,528 and 9–12: 11,912), of whom 60% percent are eligible for free or reduced-price lunch.



# Cascades Commitment



**Consortium model** This consortium, an initiative of Better Together, aims to provide five targeted college-level courses in high school in a dual credit model that will allow students in all six participating school districts to move toward earning an Associates of Arts degree. In addition, the program supports three smaller school districts in expanding their Advanced Placement (AP) offerings. To increase the college-going culture of the region, the grant will fund initial training and materials to expand AVID (Advancement via Individual Determination, a college-readiness program) to six middle schools and one high school. AVID

uses research-based strategies to prepare students for success in high school, college, and careers with a focus on students who are traditionally underrepresented in higher education. Efforts funded by the Eastern Promise Replication Grant will complement various initiatives of the Better Together Regional Achievement Collaborative (RAC) grant, such as the 8+9 mentoring program that pairs at-risk eighth- and ninth-graders to aid in the transition from middle to high school.

**Partners** The High Desert Education Service District and six school districts



High Desert ESD

are partnering with Oregon State University–Cascades Campus (OSU) and Central Oregon Community College (COCC).

*[As of October], much of the work we have been planning over the last two years is actually being implemented at middle schools and high schools throughout Central Oregon.*

## Progress to date

### College-going culture

- Two sites participated in AVID trainings
- The 8 + 9 program was piloted this summer, reaching more than 200 students
- Three districts sent teachers for AP course training, resulting in five additional courses in three high schools

### Dual credit expansion

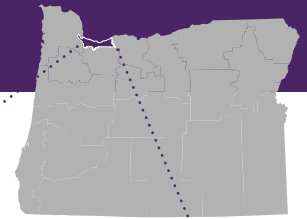
- 30 high school teachers from six districts and two college faculty members are participating in PLCs for Math 111 and Writing 121
- Six new course sections will be offered in six high schools, reaching approximately 88 students

### CONTACT

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**STUDENTS** The program has the potential to reach more than 20,000 middle school students and more than 10,000 high school students, of whom more than half are eligible for free or reduced-price lunch.

# Oregon Metro Connects



**Consortium model** Oregon Metro Connects seeks to increase high school and college completion in both Multnomah and Washington counties. Initial efforts during summer 2014 centered on teacher training with the aim of increasing accelerated college credit (ACC) offerings through new math dual-credit courses at multiple schools, enrollment in Portland State University interdisciplinary courses, and “college success” dual credit courses that provide students with fundamental study skills. Two learning workgroups were formed to align outcomes for two math classes offered this fall. A

program promoting college-going culture is targeting students in grades 5–8, while a grade 9 class offered at five high schools focuses on career and academic planning for the future. Workshops on financial planning for postsecondary education are being held for parents of middle school and high school students.



**Partners** Multnomah Education Service District and nine school districts are partnering with Mount Hood

Community College (MHCC), Portland Community College (PCC), and Portland State University (PSU).

*[Our successes so far include] collaboration on aligning MHCC course outcomes with secondary college success coursework such as PACE, AVID, and other college and career classes; integrating campus visits into coursework; secondary schools using On Course Curriculum; and opening lines of communication with high school AVID programs.*

## Progress to date

### College-going culture

- Two workshops on financial planning for postsecondary education are being offered this school year, with Morgan Stanley financial advisors presenting to 600 parents at each session
- Local school counselors held a workshop on scholarship opportunities targeted to 1,100 parents of high school students
- 2,800 students will receive personalized mock admissions interviews and campus tours this spring

### Dual credit expansion

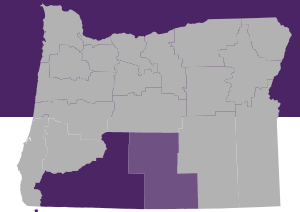
- Eight professional learning communities have been formed with 46 high school teachers and 13 faculty members, arranged by subject area
- 13 high schools are offering 49 new classes that have the potential to serve about 2,240 students

### CONTACT

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**STUDENTS** The program has the potential to reach more than 110,000 middle school students and 45,000 high school students, of whom more than half are eligible for free or reduced-price lunch.

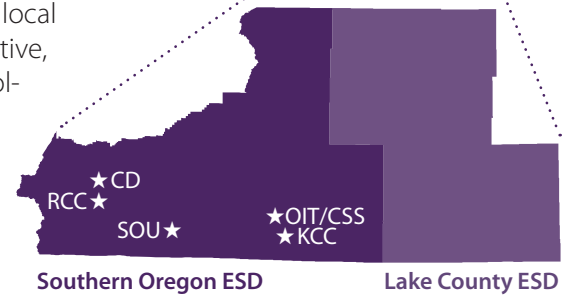
# Southern Oregon Promise



**Consortium model** Southern Oregon Promise aims to increase college success and promote a college-going culture in its region. It will accomplish this through professional learning communities (PLCs) of secondary teachers and postsecondary faculty who will work together to support expansion of dual credit classes in area high schools. To increase college-going, the program funded teacher training in AVID, (Advancement via Individual Determination, a college-readiness program) but was not able to implement AVID as planned due to lower than expect-

ed grant monies. However, we have aligned our efforts with other regional initiatives, including those of the local Regional Achievement Collaborative, which also aim to increase the college-going culture..

**Partners** Southern Oregon Education Service District, Lake County Education Service District, and 10 school districts, are partnering with Klamath Community College (KCC), Rogue Community College (RCC), Southern Oregon University (SOU), and Oregon Institute of Technology (OIT). Two nonprofit



organizations, College Dreams (CD) and Citizens for Safe Schools (CSS), are also part of the consortium.

*The Southern Oregon Promise Grant has launched into expanding college credit classes for high school students in Southern Oregon. Our OR Transfer Module is complete ... we may have for the first time ever have students cross the stage with certificates.*

## Progress to date

### College-going culture

- Teachers have been trained in the AVID college-readiness program
- Approximately 1,800 students are expected to register for programs designed to help students see college as a viable pathway after high school

### Dual credit expansion

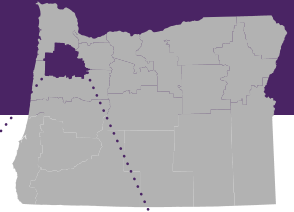
- The program is operating 8 PLCs, arranged by subject area, with 26 high school teachers and 18 faculty members to ensure that high schools courses meet college requirements
- Seven new dual credit courses are being introduced at 10 high schools, with the ability to serve 300 students this spring
- By offering all classes needed for the Oregon Transfer Module, students can finish high school with a Oregon Transfer Module certificate in hand for the first time, allowing them to transfer a year of coursework to any state of Oregon community college or university

### CONTACT

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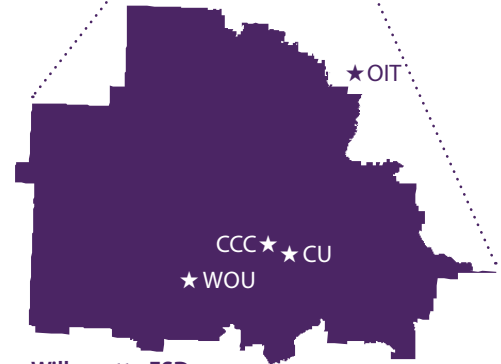
**STUDENTS** The program has the potential to reach almost 30,000 middle school students and more than 13,000 high school students, of whom nearly two-thirds are eligible for free or reduced-price lunch.

# Willamette Promise



**Consortium model** This consortium aims to ensure that high school students in 20 districts have the opportunity to complete 45 credit hours within the Oregon Transfer Module before graduation, which allows transfer of a year of coursework to any public Oregon college/university. The program will also provide students with more opportunities to complete career and technical education (CTE) courses. To increase opportunities for students to take dual credit courses in high school, Willamette Promise has implemented seven professional learning communities (PLCs), arranged by subject area. Within the

PLCs, secondary teachers and post-secondary faculty work together to align courses and enable high school teachers to become certified to teach dual credit classes. To engender a college-going culture, a specialist is working with middle and high school counselors and staff to promote campus tours and provide information about college. Career guidance courses for high school students are planned for the future.



Willamette ESD

**Partners** Willamette Education Service District and 21 school districts are partnering with the Oregon Institute of Technology (OIT), Western Oregon

University (WOU), Corban University (CU), and Chemeketa Community College (CCC).

*The Willamette Promise has been a whirlwind of activity since its inception as a grant in February of 2014. Since then we have set up a system that is unique and exciting. We have been able to create 18 proficiency-based courses with support from four institutions of higher education and 20 school districts. We have been able to train almost 120 teachers to teach to the proficiency standard.*

## CONTACT

Gretchen Brunner  
Coordinator, Willamette Promise,  
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Willamette ESD  
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## Progress to date

### College-going culture

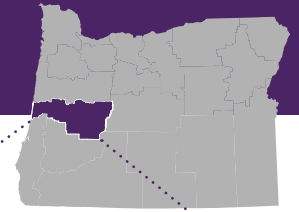
- The program held a meeting for college advisors and high school counselors to learn about Willamette Promise and collectively build a college and career framework that better links secondary and postsecondary sectors. Participants have the potential to reach approximately 5,000 middle school students and 5,000 high school students.

### Dual credit expansion

- Professional Learning Communities include 114 high school teachers and 22 faculty members working to expand 18 college courses.
- A new website allows for high school teachers and college faculty to have password-protected access to dual credit course materials and assessments.

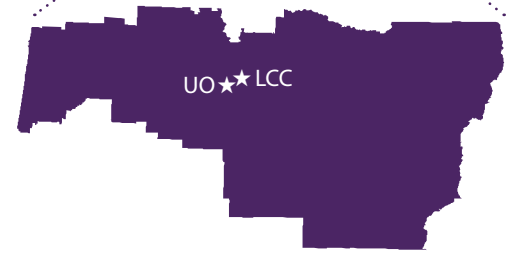
**STUDENTS** The program has the potential to reach more than 50,000 middle school students and almost 25,000 high school students, of whom 60 percent are eligible for free or reduced-price lunch.

# Connected Lane Pathways



**Consortium model** This consortium is still in the initial stages of planning and has broad goals at this point. A main focus of the work to date has been the conceptual development of an e-portfolio system; in Year 1, this system will be used to support the transition between middle and high school. To help clarify and expand accelerated college credit (ACC) opportunities for students, Connected Lane Pathways plans to strengthen institutional alignment through “bridge

groups” that focus on the transitions between elementary, middle, and high school, and postsecondary education. The program also plans to create innovative programming to help grade 7–9 students explore their strengths and interests, with the courses aligned to college and career information. In addition, the consortium is planning to offer a mentoring program where successful students now in college help guide students in lower grades.



Lane ESD

**Partners** Lane Education Service District and 16 school districts are partnering with Lane Community College (LCC) and the University of Oregon (UO).

*The Project Leadership Team has continued to meet on a regular basis, focusing on the refinement of the roles and responsibilities of the consortium members. They have also shared and reviewed information regarding the existing program elements at some potential pilot locations. Information from additional potential pilot sites is being collected currently, and a broader survey of schools in the county is being prepared.*

## Progress to date

The program has had success with stabilizing core leadership and has also identified potential pilot sites for the replication grant. The leadership is in the process of preparing a survey for area schools to gauge interest in participating in its offerings.

### CONTACT

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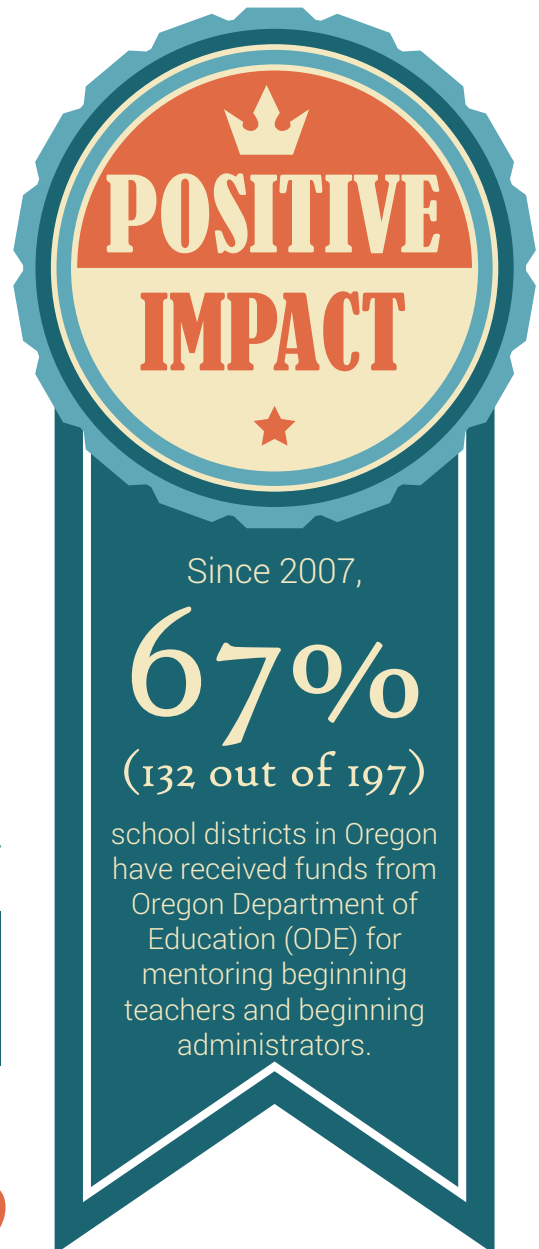
**STUDENTS** The program has the potential to reach more than 30,000 middle school students and almost 15,000 high school students, of whom more than half (nearly 55%) are eligible for free or reduced-price lunch.

# Fast Facts

February 2015

## Oregon Mentoring Program

Oregon is committed to an educational system that recruits and retains educators of the highest quality in order to provide all children with an effective teacher and administrator. The Beginning Teacher and Administrator Mentoring Program was established in Oregon through the passage of the 2007 Legislature's HB 2574 and then expanded in the 2013 legislative session with HB 3233 which established the Network for Quality Teaching and Learning. Individual and various consortia of school districts are funded by the Oregon Department of Education each year to establish and support evidence-based mentoring programs for beginning teachers and beginning administrators.



## Total Priority, Focus and Title I Schools in Oregon\*



Total Schools: 169

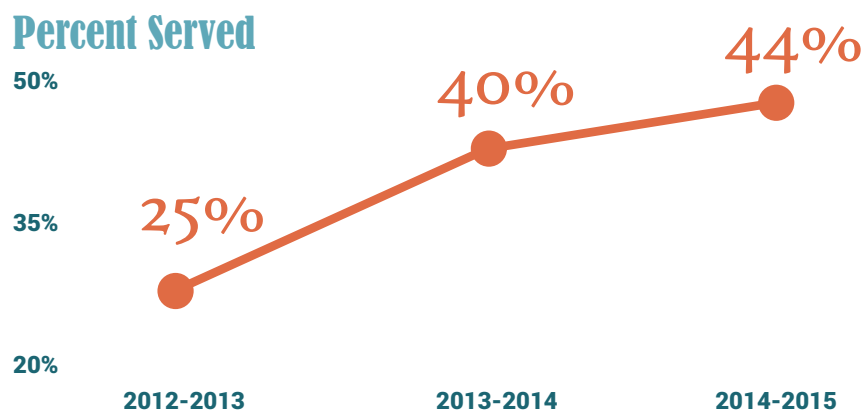
## Oregon Mentoring Program Schools served by beginning teacher mentors

**Number Served**

\*\* 42 of the 169  
2012-2013

\*\* 68 of the 169  
2013-2014

\*\* 75 of the 169  
2014-2015



\*Definitions of Priority, Focus, and Title I Schools are below and additional information can be found here <http://www.ode.state.or.us/search/page/?id=3742>

Notes on Priority and Focus Schools:

Designations were identified by ODE in 2011-2012.

Priority schools are high poverty schools ranked at approximately the bottom 5% of Title I schools.

Focus schools are high poverty schools ranked at approximately 15% of Title I schools.

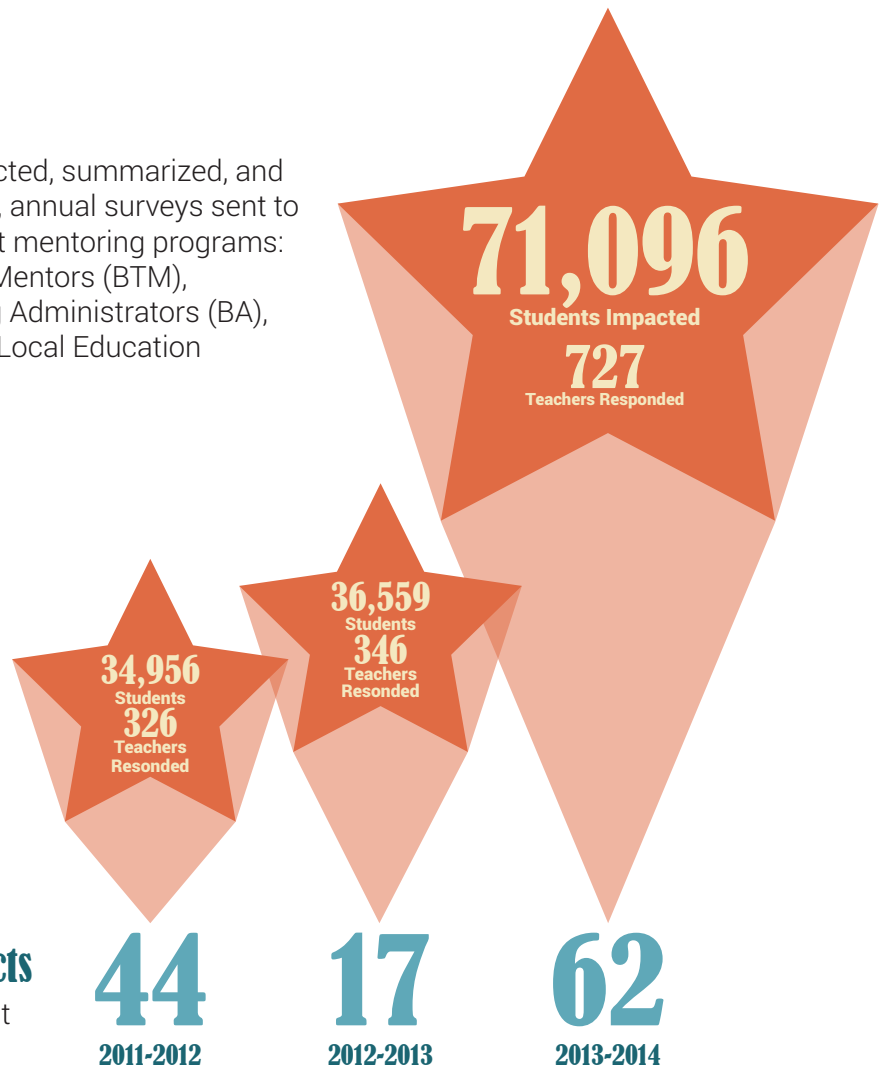
\*\*Based on districts that applied and accepted funds in the 2013-2014 school year for the Oregon Beginning Teacher and Administrator Mentoring Grant.

## About Fast Facts

Mentoring Fast Facts are based on data collected, summarized, and analyzed from various data sources including, annual surveys sent to the six groups involved with the school district mentoring programs: Beginning Teachers (BT), Beginning Teacher Mentors (BTM), Mentoring Site Administrators (SA), Beginning Administrators (BA), Beginning Administrator Mentors (BAM), and Local Education Agency Administrators (LEA).

## Students Impacted by Oregon Mentoring Program

The following graphic shows the impact of the Oregon Mentoring Program over the past three years, based on survey results (86% average response rate). The graphic shows, during the 2013-2014 academic year the number of students impacted nearly doubled. It is important to note that funding for mentoring during the 2013 legislative biennium also increased.



**Number of Districts**  
served during the past  
three years.



## Oregon Mentoring Program

### Fast Fact #1

<http://teachingresearchinstitute.org/centers/cepe/mentor>

### Christina Reagle, Ed.D.

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503.838.8871

### Mary Ellen Dello Stritto, Ph.D.

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503.838.8709

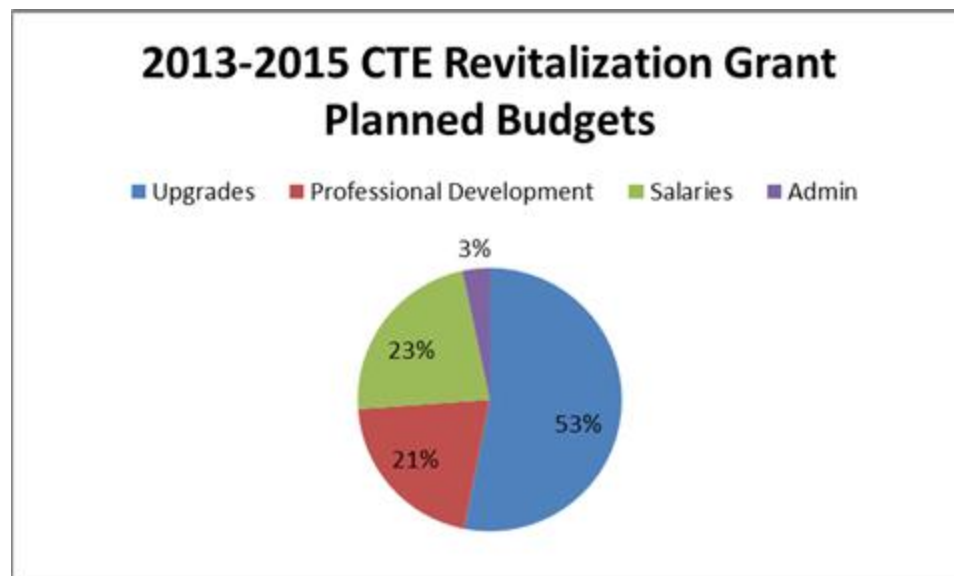
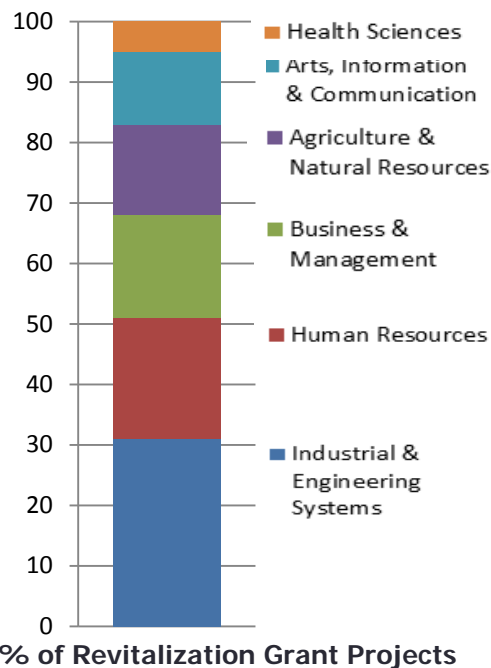
**ODE Contact:** Tanya Frisendahl, 503.947.5754  
tanya.frisendahl@state.or.us

ODE is required by law to allocate a portion of funding to evaluate the effectiveness of the mentoring program.



## 2013-2015 CTE Revitalization

**\$11.1 Million** awarded for  
**32 projects** involving  
**60 high schools** across the state and some participation of  
**94 middle and elementary schools** and  
**338 business, industry, and labor partners.**





## Benefits of CTE

**CTE (Career and Technical Education)** prepares students for further education and the workforce needs of the 21st century, including STEM. Engaging programs focused on careers keep students in school.

### Graduation Rates (4-Year Cohort)

Population	CTE Concentrators (One or more CTE credits)	All Students (Including CTE Concentrators)
<b>All Students</b>	<b>85.7%</b>	<b>68.7%</b>
American Indian	82%	51.7%
African American	86%	57.1%
Hispanic	84.7%	60.8%
Economically Disadvantaged	80.8%	60.4%
Limited English Proficiency	64.4%	49.1%

TAB 11  
SCORECARD OF KEY OUTCOMES



Oregon Education  
Investment Board

# Scorecard on Key Outcomes

- Student Outcomes ●
- Equity Outcomes ●
- Educator Outcomes ●
- Systems Outcomes ●

This scorecard reflects annual progress on outcomes adopted by the Oregon Education Investment Board, and provides quarterly status updates on key strategies.

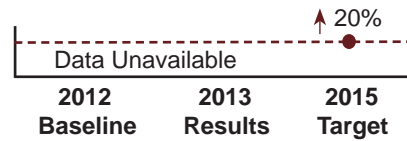
**August 2014**

# KEY STUDENT OUTCOMES

STATUS

## GOAL: Increase Children Ready for Kindergarten

Increase the number of children ready for kindergarten.



ON TRACK

**Strategy 1: Create Early Learning Hub System** ..... **On Track** →

Round 2 Hubs selected & notice of intent to award, continued work to get them to contract. Round 1 Hubs continue work, held July 2014 learning collaborative meeting focused on developmental screening.

**Strategy 2: Align with Health Care System** ..... **On Track** →

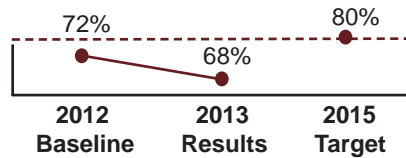
ELC and Health Policy Board completed initial recommendations for alignment.

**Strategy 3: Increase Access to Quality Early Learning Environments** ..... **On Track** →

Quality Rating Improvement System has 86 star-rated providers, 684 at "commitment to quality" level, serving 27,142 children.

## GOAL: Increase 3rd Grade Reading Proficiency

Increase the number of 3rd graders demonstrating reading proficiency.



**Gap**  
Native Hawaiian (18)  
Black (24)  
Hispanic (29)  
American Indian (19)  
English Learners (42)

ATTENTION NEEDED

**Strategy 1: Statewide Literacy Campaign/Reading Investments** ..... **On Track** →

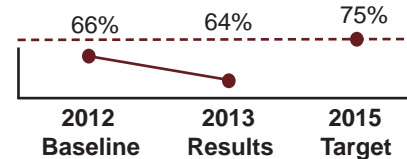
Reading campaign set to launch in fall. Logo, messaging, strategies and tactics developed-currently being vetted with five focus communities and aligned with all literacy investments and initiatives.

**Strategy 2: Strengthen Partnerships Between Early Learning & K-12/Launch Quality Full-Day K** ..... **On Track** →

COSA/ODE Statewide Full Day Kindergarten Summit in May with attendance of 300+ educational leaders and community partners; provided full day Kindergarten policy, research & resources to support district implementation.

## GOAL: 8th Grade Math Proficiency

Increase the number of 8th graders demonstrating proficiency in Math.



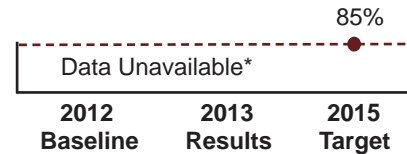
ATTENTION NEEDED

**Strategy 1: STEM Hubs** ..... **On Track** →

Regional partnership plans drafts submitted, feedback provided; final submission nearing for release of funds; site visits conducted/technical assistance needs assessed; RFP for common evaluation framework developed.

## GOAL: On Track with Credits by End of 9th Grade

Increase the number of students on track with credits by end of 9th grade.



TARGET ATTAINABLE

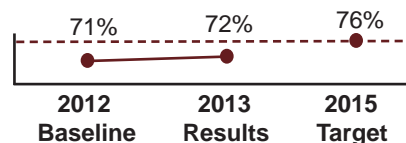
**Strategy 1: Mentoring, Monitoring & Support Investment** ..... **On Track** →

Strategic Investment money for students to take AP/IB exams awarded; New 9th grade on track data collection is ready for Fall data release.

**Strategy 2: Align Youth Development Division Investments** ..... **Target Attainable** →

Funding decisions made; Outcomes measurements negotiated with awardees; Funds in communities.

## GOAL: Increase 5-Year Cohort Graduation Rate



**Gap**  
Native Hawaiian (7)  
Black (16)  
Hispanic (13)  
American Indian (18)  
English Learners (25)

TARGET ATTAINABLE

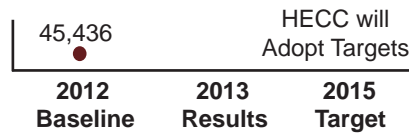
**Strategy 1: Accelerated Learning Opportunities and 11-14 Initiatives** ..... **On Track** →

Five replications sites convened as they move forward with implementation; Legislative Concept being drafted.

# KEY STUDENT OUTCOMES (Continued)

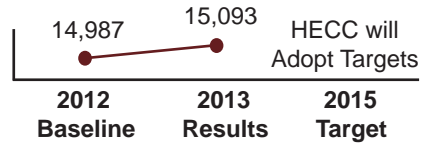
## STATUS

**GOAL: Certificates, Associates Degrees & Transfers**  
 Increase certificates, associates degrees and transfers.



**Strategy 1: STEM and CTE Investments** ..... **On Track** ↑  
*STEM grant programs in implementation phase; Student impact survey being developed; Site visits to CTE complete; CTE Revitalization 2.0 being discussed.*

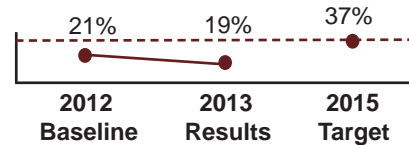
**GOAL: Increase Degrees (Bachelors & Higher)**



**Strategy 1: Oregon Opportunity Grant Redesign** ..... **On Track** →  
*Workgroup recommendations endorsed by HECC & presented to OEIB; will form basis of HECC funding and policy request for 2015-17.*

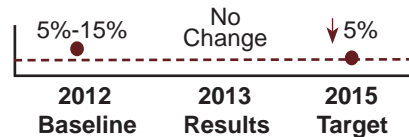
# KEY EQUITY OUTCOMES

**GOAL: 5th Grade ELL Reading Proficiency**  
 Increase the number of 5th grade ELLS demonstrating reading proficiency.



**Strategy 1: Implement State ELL Plan** ..... **On Track** ↑  
*Best Practices subcommittee has reviewed progress reports submitted by ODE and made recommendations.*

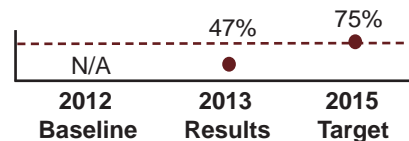
**GOAL: Decrease Achievement Gaps in All Metrics**



**Strategy 1: Implement Equity Lens** ..... **Strategy Attainable** →  
*Analysis tool based on Equity Lens used to analyze/evaluate investment requests presented to OEIB.*

**Strategy 2: Closing the Achievement Gap Investments** ..... **On Track** ↑  
*Consultant has been hired to work with each grant awardee.*

**GOAL: Focus and Priority Schools**  
 Increase achievement growth at Focus & Priority Schools.



**Strategy 1: Support Improvement in Focus and Priority Schools** ..... **On Track** →  
*50% of 93 Focus & Priority Schools made enough progress to exit status if reidentified; on track to reach 75% by next Summer.*

**GOAL: College Enrollment Rate for Underserved**  
 Increase college enrollment rate for underserved students.



**Strategy 1: Implement Post-Secondary Aspirations Investments** ..... **On Track** →  
*Eastern Promise Summit being planned for August 2014; Additional ASPIRE sites up and running.*

# KEY EDUCATOR OUTCOMES

## STATUS

### GOAL: Non-White, Hispanic or Non-Native English Educators

Increase non-white, Hispanic, or non-Native English educators.

Baseline data being collected

2012 Baseline	2013 Results	2015 Target
------------------	-----------------	----------------

**Strategy 1: Create and Implement Statewide Plan for Recruitment and Retention** ..... **On Track** →  
*2014 Oregon Minority Teacher Act Status Report completed and submitted to the Legislature.*

2012 Baseline	2013 Results	2015 Target
N/A	N/A	

### GOAL: Educator Satisfaction/Professional Support

Increase educator satisfaction with professional support.

2012 Baseline	2013 Results	2015 Target
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**Strategy 1: Develop and Invest in Network for Quality Teaching & Learning** ..... **Target Attainable** →  
*Network Advisory Committee convened; Web portal specs development; Portal staff positions posted and candidates interviewed.*

# KEY EQUITY OUTCOMES

Key System Outcomes	2015 Target	August 2014 - Update	Status
Standards & Assessment Aligned Across P-20	Complete	→ Math & Writing HS/College Alignment projects underway.	Target Attainable →
Functional P-20 Policy Data System	Complete	Independent Quality Assurance vendor has been contracted and has completed a set of deliverables required by the eBoard; ODE's ALDER project.	Target Attainable →
Achievement Compacts Track Key Outcomes & Drive Local Budgeting	Annual Analysis of Trajectory/Recommendation Complete	Comprehensive redesign of the Achievement Compact process presented to OEIB Board.	On Track ↑
Policy Barriers to Student Success Removed/Mandates Reduced	Legislative Agenda Passed	2015 Legislative concepts submitted for preliminary drafting.	On Track ↑
Develop Strong Partnerships and Accountability Across P-20	Effective Accountability System	K-12 District and School Improvement and Accountability Taskforce was convened and on track to deliver recommendations.	On Track →
Outcome-based State Budget	Developed & Passed	Budget process on track; final budget recommendations to be presented to OEIB in September.	On Track →
Key Initiatives are Analyzed for Impact and Return on Investment	ROI Model Built & Key Initiatives Analyzed	Scope of work and RFP developed.	On Track →
Stakeholders Adequately Informed with Adequate Opportunities to Provide Input	85% Key Stakeholders Informed & Engaged	Survey & website Phase 2 in development; legislative communications tools developed; ongoing engagement with key stakeholders via communication initiatives and forums, conferences and events.	Target Attainable →

**STATUS INDICATORS:** ↑ = Progress Improvement

→ = Progress Maintained

↓ = Progress Slipped

**STATUS COLOR KEY:** On Track = On track to reach target  
 Target/Strategic Attainable = Target attainable with continued efforts  
 Attention Needed = Attention needed

TAB 12  
COLLECTIVE IMPACT FRAMEWORK



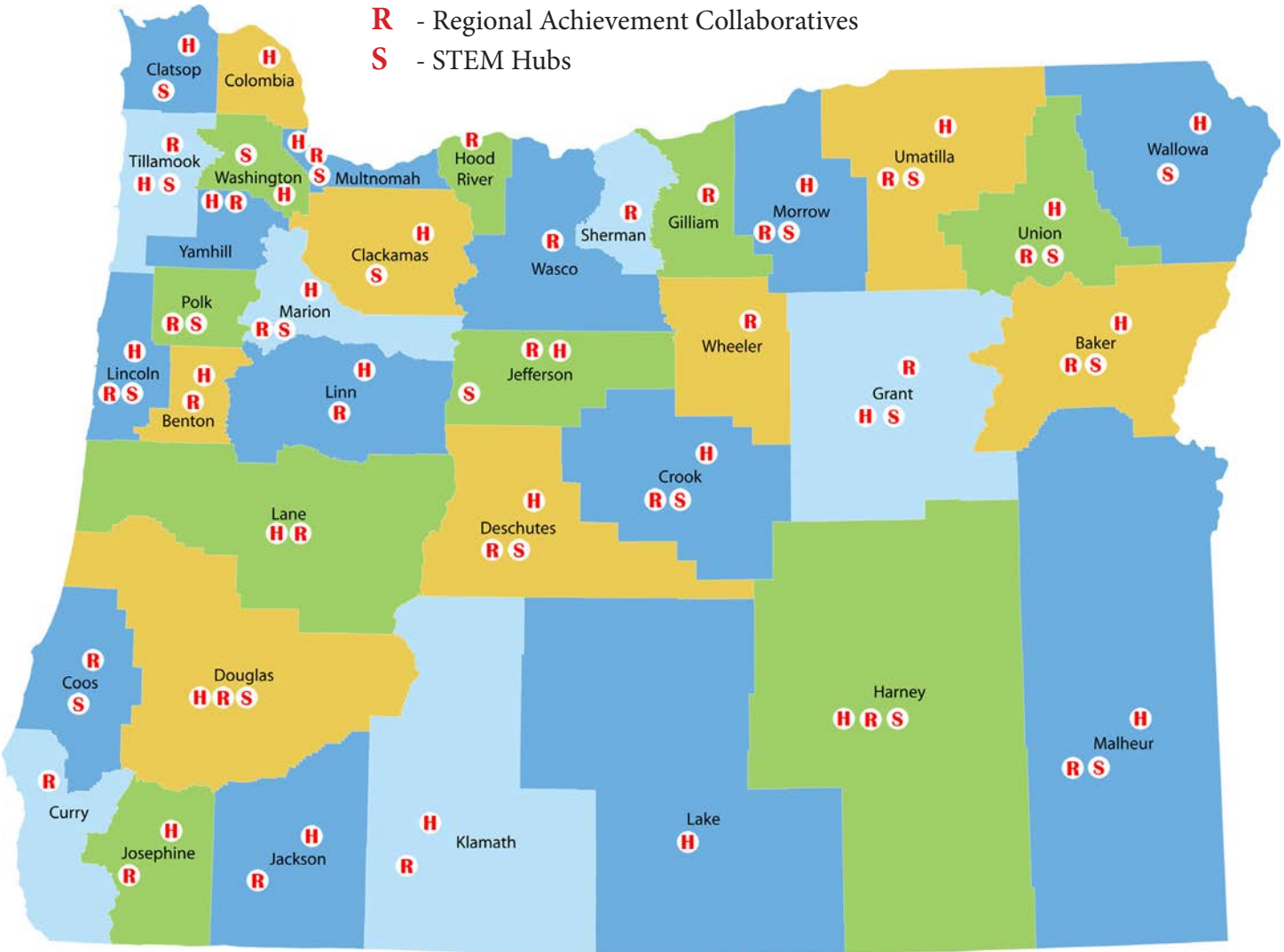
# Oregon's Regional Multi-Sector Collaboratives: Systemically Impacting Local Educational Outcomes

OEIB brings together education, industry, health care, and other sectors within local communities to collectively impact student outcomes. OEIB acts as a catalyst to promote and support the five conditions for successful collaboratives described below. The map of Oregon shows the location, by county, for the three types of educational collective impact groups: Early Learning Hubs, Regional Achievement Collaboratives, and STEM Hubs.

## Five Conditions for Successful Collaboratives

Common Agenda	All participants have a common understanding of problems, opportunities, and agreed upon actions.
Shared Measurement	Results are measured consistently and participants hold each other accountable.
Mutually Reinforcing Activities	Activities can be differentiated while still being coordinated and mutually reinforcing.
Continuous Communication	Communication builds trust, alignment, and shared goals.
Backbone Support	Coordinating entity that can provide convening skills and other technical assistance to the entire group.

- H** - Early Learning Hubs
- R** - Regional Achievement Collaboratives
- S** - STEM Hubs





TAB 13  
ACHIEVEMENT COMPACT IMPACT



# Achievement Compact Impact

The metrics on the K-12, community college, and public university achievement compacts have intensified evaluation, discussion, and goal setting in institutions, regional collaboratives, and state agencies. This chart shows the complete list of metrics on the left and then some examples of actions that have occurred in part or in whole as a result.

## Achievement Compact Metrics

### K-12

Kindergarten Assessment  
3rd Grade Reading  
5th Grade Math  
6th Grade Attendance  
8th Grade Math  
9th Grade Attendance  
9th Grade Credits Earned  
3+ College Courses  
4 Year Graduation  
5 Year Completion  
Post Secondary Enrollment

### Community College

Adult HS Diploma/GED  
Dev Ed Writing Completers  
Dev Ed Math Completers  
15+ College Credits  
30+ College Credits  
Certificates/Transfer Modules  
Associates Degrees  
Transfers to 4 Year  
National Licensure Exam  
Dual Enrolled in Oregon HS  
Dual Enrolled in 4-year

### Public University

Bachelor's Degrees  
Bachelor's Degrees to Rural Students  
Advanced Degrees  
Students Entering w/ College Credit  
Degrees to Oregon CC Transfers  
Satisfaction - Written Communication  
Satisfaction - Verbal Communication  
Satisfaction - Critical Thinking  
Satisfaction - Knowledge in the Field

## Examples of Actions

### Pathway to 3rd Grade Reading:

Age 3 to Grade 3 coordinated standards and programs among communities, early learning and K-12

### Chronic Absenteeism:

Root causes, promising Oregon practices, and new recommendations

### Accelerated Learning and Eastern Promise:

Increasing college content offered and credits earned in high school

### High School Equivalency:

Coordinated program to increase GEDs awarded, especially those most affected by the opportunity gap

### Developmental Education Redesign:

Increasing completion and reducing debt load

### Performance Based Funding:

Incenting completion, especially underrepresented students