

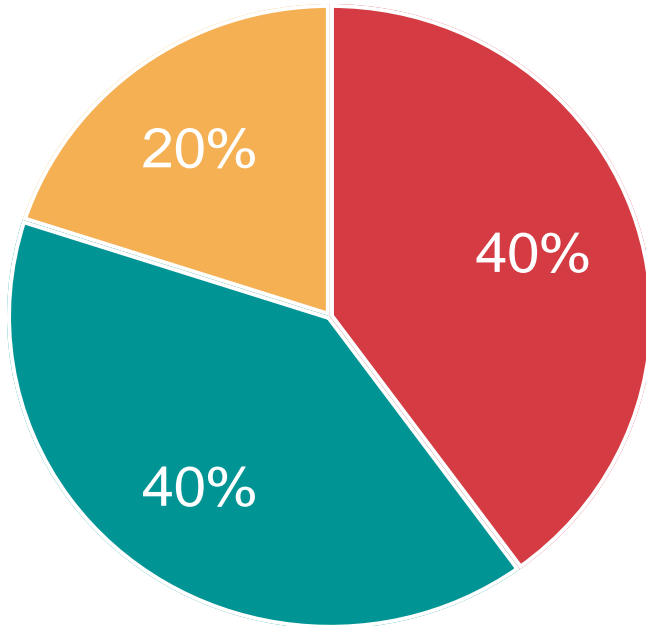


Oregon Education Investment Board

Joint Ways & Means Education Subcommittee • 9 April 2013

SB 253 (2011)

“The mission of education ... includes achievement of the following by 2025:”



- **40%** of adult Oregonians will have earned a bachelor's degree or higher (now **30%**)
- **40%** of adult Oregonians will have earned an associate's degree or postsecondary credential (now **18%**)
- **20%** of all adult Oregonians have earned at least a high school diploma, an extended or modified diploma, or the equivalent of a diploma (now **42%**)

SB 909 (2011)

The OEIB is created:

“for the purpose of ensuring that all public school students in this state reach the education outcomes established by the state ... by overseeing a unified public education system that begins with early childhood services and continues throughout public education from kindergarten to post-secondary education.”

SB 909 (2011)

OEIB duties include:

- “Ensuring that early childhood services are streamlined and connected to public education from kindergarten through grade 12 and that public education from kindergarten through grade 12 is streamlined and connected to post-secondary education.”
- “Recommending strategic investments in order to ensure that the public education budget is integrated and is targeted to achieve the education outcomes established for the state.”
- “Providing an integrated, statewide, student-based data system.”

SB 1581 (2012)

Chief Education Officer – authority to organize, connect, and streamline the P-20 system

Provides the Chief Education Officer with “direction and control ... for matters related to the design and organization of the state’s education system” over senior educational officials:

- Commissioner for the Community College System
- Chancellor of OUS
- Executive Director of OSAC
- Early Childhood System Director
- Executive Director of HECC
- Deputy Superintendent of Public Instruction

OEIB Accomplishments

In November 2011, the OEIB was appointed by the Governor and confirmed by the Senate:

- Issued the “Oregon Learns” report to the legislature in December 2011 that developed the outcomes, progress and strategies needed to reach the 40-40-20 Goal.
- Secured passage by the 2012 Legislature of the following:
 - HB 4165: Streamlines and coordinates administration of early learning
 - SB 1581: Creates achievement compacts and provides the Chief Education Officer authority to direct and control an integrated system of 0-20 education.

- Hired Dr. Crew through a national search to be Oregon's first Chief Education Officer.
- Received and reviewed achievement compacts from all districts, community colleges, universities and OHSU, ensuring they contained solid goals and commitments toward the 40-40-20 Goal.
- In collaboration with the Oregon Department of Education, led the effort to secure a waiver from the U.S. Department of Education to relieve Oregon from many of the constraints of No Child Left Behind
- Developed OEIB's vision, guiding principles and a 3-year strategic plan.
- Adopted and disseminated the 2013 Achievement Compact template to all school districts, ESD's and community colleges.

Unanimously Adopted Four Strategic Investments That Will:

- **Rapidly improve performance** on several key measures of progress, including Kindergarten readiness, 3rd grade reading proficiency, 9th grade progress toward graduation, high school completion, and college enrollment.
- **Decrease the achievement gap** that exists between historically underserved populations and white Oregonians on the key measures; and
- **Increase levels of educational attainment and employability** for Oregonians.

OEIB Strategic Plan & 7-Year Framework

Categories of Work

Connections between labor and the economy

Define and create pathways for students to be connected to jobs today and in the future

More Oregonians employed today and in the future leading to a stronger economy

Career training/college-going culture

Raise expectations for all students for post-secondary achievement

Oregonians expect career training/post-secondary education for all students (based on interest and choice)

Communities for healthy children

Reconstruct service delivery model of health, education, and family support

All children are emotionally-centered, able and ready to learn, and missing fewer days of school

Family support of learning

Educate and empower families to engage, intervene, and demand outcomes

More engaged public and clear set of resources for families to access, leading to improvement

Academic preparation and civic-mindedness

Provide academic rigor, promote civic knowledge, and intentionally link outcomes with investments

Education is understood as a critical investment in quality of life, employment potential, and economic growth of OR

Results

Metrics for Objective 1: Complete design and implement P-20 structure

OEIB Initiative

OEIB Metric (June '15)

A) Specify how to operationalize P-20 integration, particularly around governance and structure

Structure 100% designed, legislation passed, structure fully implemented

100% of regions report increased satisfaction in support from OEIB

B) Implement common aligned learning standards, assessment tools, and support systems for P-20

Learning standards and assessment tools are compatible, integrated, and span across P-20

C) Complete longitudinal data system

Longitudinal data system is 100% complete and serves the functions identified by end users

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students

OEIB Initiative

OEIB Metric (June '15)

A) Implement initiatives that directly affect student learning in all segments of P-20

Early Learning and Literacy:

- *Number of children ready to enter Kindergarten increases 20%**
- *Number of 3rd graders reading at grade level increases 15% and achievement gap decreases 5%*
- Number of underserved families who engage meaningfully in their child's education is no less than 50%*



Key Strategies

- Early childhood education redesign
- Regional hubs
- Expanded/individual learning time
- Increased library usage
- Literacy awareness campaign

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established. Note: Italicized metrics are also reflected in the K-12 Achievement Compacts.

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

A) Implement initiatives that directly affect student learning in all segments of P-20

OEIB Metric (June '15)

Diverse Professional Corps of Educators:

- Number of education professionals (PK-12) projected to enter OR education workforce within two years who are non-white, non-Hispanic or whose native language is not English increases 10%*
- Levels of employer satisfaction with new teachers prepared in OR increases 30%*
- At least 30% more educators report increased satisfaction in professional support/development*
- Early childhood educators who achieve AA or higher on OR Registry increases 30%

Key Strategies

- Statewide effort to recruit, prepare, and support educators:
- Four to six professional development centers
 - New career maps and licensure structures
 - Teacher collaboration and mentorship
 - Dissemination of best practices and models
 - Focus on early educators and post-secondary faculty

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

A) Implement initiatives that directly affect student learning in all segments of P-20

OEIB Metric (June '15)

Connecting to the World of Work:

- *Number of students who demonstrate proficiency in math and science in Middle School increases 15% and achievement gap decreases 5%*
- *At least 65% of students who graduate HS earned nine or more college credits and the achievement gap decreases 5%**
- *At least 90% of students who graduate from OR education system are employed within 12 months**

Key Strategies

- STEM initiatives – e.g., STEM schools
- Internships and apprenticeships for students
- Grade 11-14 redesign and dual enrollment
- Essential skills curriculum
- Connections to career and technical trade unions
- Integration of arts into curriculum

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Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

OEIB Metric (June '15)

A) Implement initiatives that directly affect student learning in all segments of P-20

Post-Secondary Aspirations:

- At least 85% of students will be on track for graduation by the end of 9th grade with no gaps greater than 10%*
- *Five-year cohort graduation rate increases 5 percentage points and achievement gap decreases 5%*
- *Post-secondary enrollment of underserved students increases 10 percentage points (gap eliminated)*



Key Strategies

- Transitional supports at critical entry points (K-20)
- Advanced Placement course offerings
- Services for at-risk youth
- Credits universally accepted throughout OU system
- Increase of post-secondary access and retention

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Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

B) Shift systems and cultures to address equity and result in learning environments that address needs of all learners

OEIB Metric (June '15)

At least 75% of Priority and Focus schools will achieve growth for all students and for subgroups greater than the state average

Number of students who have or are receiving ELL services reading at grade level by 5th grade increases 75%



Key Strategies

- Reengagement of hard-to-reach youth (immigrants, homeless, dropouts, and gangs)
- West Coast network to elevate and share tools and talent for immediate and continued growth of ELL
- Intense support of and guidance to Priority and Focus Schools
- Policy and planning documents for dissemination throughout PK-12 leadership
- Focus on reducing need for, while improving quality of, post-secondary developmental education

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established. Note: Italicized metrics are also reflected in the K-12 Achievement Compacts.

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

OEIB Metric (June '15)

C) Determine and implement processes of support and accountability (including Achievement Compacts and OR Report Card)

Data from accountability system is used to affect policy and change practice

At least 80% of educators, students, and families surveyed report accountability system as useful*

D) Analyze initiatives to understand impact and ROI

100% of key initiatives are analyzed for impact and ROI

ROI information is used to develop policies and recommend strategic investments

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Metrics for Objective 3: Assess, write, and respond to policies needed to accomplish initiatives and create “tight/loose” direction of OR Learns

OEIB Initiative

- A) Analyze, write, and advocate policies that support initiatives and affect how education is delivered in the field
- B) Create policy framework, including R&D, consistent with “tight/loose” direction
- C) Review current policies with eye towards which should be eliminated to achieve initiatives and lessen compliance burden

OEIB Metric (June '15)

Policies, explicitly linked to strategic initiatives, demonstrate impact on student performance. Policies affected/created are regarding:

- ESD redesign
- Educator workforce (licensure, minority recruitment)
- Grade 11-14 redesign (funding formula, credit transferability)
- Equity (data collection, accountability)
- Early learning (hubs, Kindergarten readiness, subsidy policy)
- Diploma and credentials (Oregon diploma rollout, career pathways)
- Mandate relief

Metrics for Objective 4: Create outcome-based budget, aligned to student achievement initiatives

OEIB Initiative

OEIB Metric (June '15)

A) Create, monitor, and revise the strategic and operations plan (including 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 (see pgs 7-8 for seven-year view)

B) Contribute to the development of the biennium budget, tying budget to strategic initiatives

Budget recommendations are developed, explicitly aligned to strategic initiatives and outcomes, and delivered on time

Metrics for Objective 5: Work to build an informed, motivated, and engaged public

OEIB Initiative

OEIB Metric (June '15)

A) Create channels of two-way communication with major stakeholders about the need for change, 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*

B) Use achievement compacts to establish regional collaborations and community commitment to meeting outcomes

100% of regions report having business and community partners engaged in meeting Achievement Compact goals

C) 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

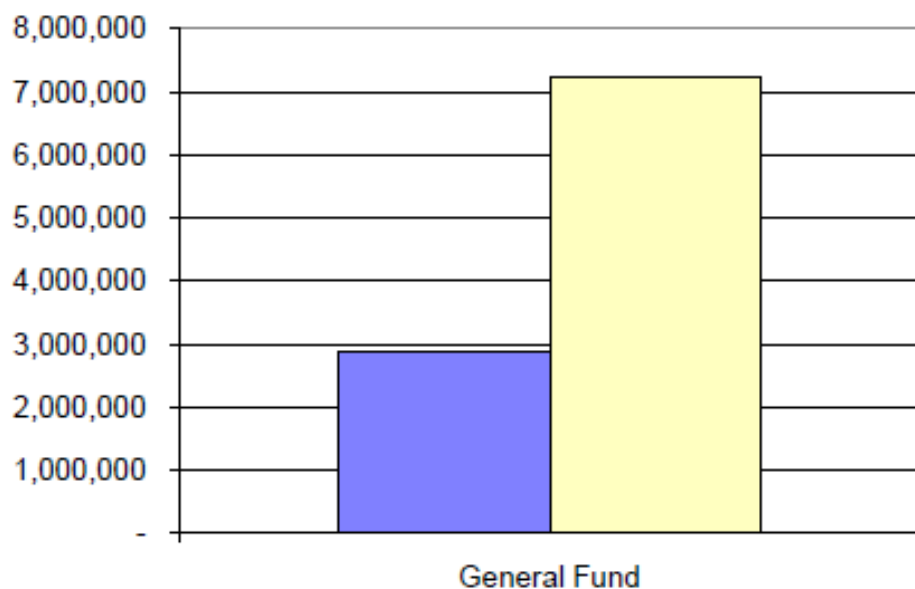
* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

OEIB Agency

- A small, nimble, high-level organization, not another layer of bureaucracy.
- Focused on investment, policy, data, and creating connections across the P-20 continuum and beyond
- Directing & controlling the education agencies for the purpose of improving outcomes for Oregon students, not implementing or administering

Oregon Education Investment Board

2011-13 LAB* vs 2013-15 GBB

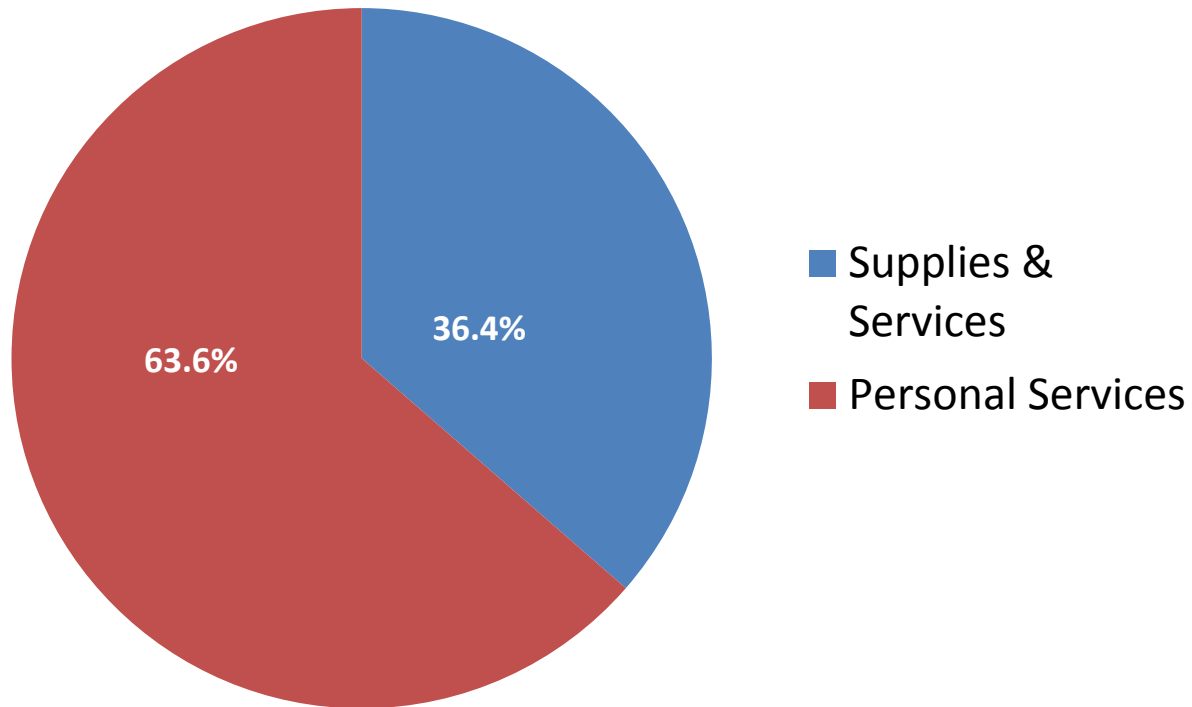


■ 2011-13 LAB
■ 2013-15 GBB

*11-13 LAB OEIB was a program within the Governor's Office

2013-15 Governor's Balanced Budget

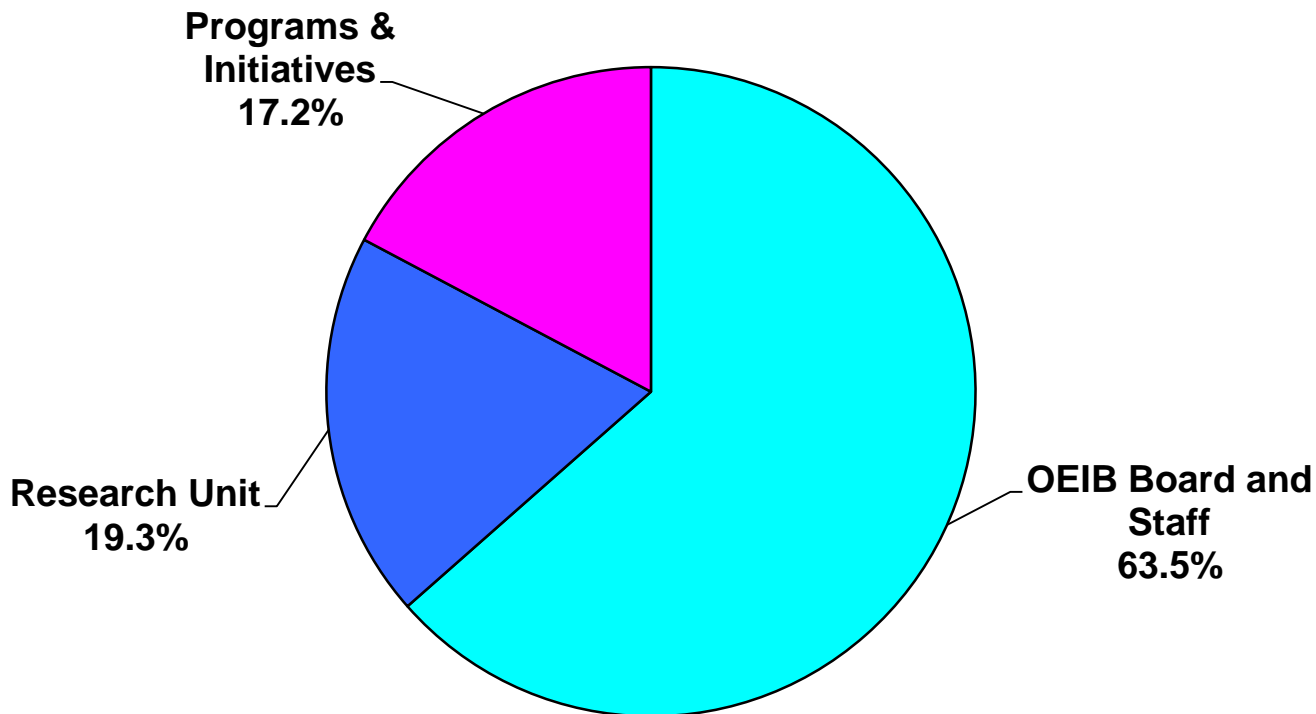
General Fund



Oregon Education Investment Board

2013-15 Governor's Balanced Budget

General Fund



2011-13 Biennium Board & Core Staff

Oregon Education Investment Board

Chief Education Officer

Chief of Staff

Office Manager

Receptionist
(temp)

Outreach Coordinator
(temp)

Deputy,
Curriculum & Instruction

Director,
Strategic Initiatives

Executive Assistant

Board Administrator

Deputy,
College & Career Readiness

Administrative Assistant

Sr. Policy Advisor

Data Analyst

Primary roles in implementing OEIB strategic plan

OEIB Staff

Curriculum & Instruction

- Provide overall leadership and support to ODE C&I
- Lead P-20 alignment of stds and assessments

College & Career Readiness

- Connect post-secondary and K-12
- Lead design of plan to recruit, develop, and support educators

Policy

- Coordinate design of P-20 structure
- Lead design of accountability systems
- Secure legislative support for strategy

Data & Budget

- Lead longitudinal data system design
- Lead budget creation
- Create and implement ROI systems

Communications and Outreach

- Lead marketing and communication
- Coordinate strategic plan and metrics

Strategic Initiatives

- Codify best practices and learnings
- Conduct research, assess, and support design of new initiatives

OEIB Agencies/Divisions

Oregon Dept. of Education

Early Learning

- Implement strategies that support stable and attached families
- Design and support teaching and learning strategies for ages 0-5
- Connect early learning to K-12

K-12

- Participate in design of OEIB strategies
- Lead implementation of K-12 strategies
- Connect OEIB to field
- Design and implement hubs

Youth Development

- Identify, invest in, and monitor youth programs and services that support strategy
- Oversee Juvenile Crime Prevention state and federal programs

Dept. of Post-Secondary

- Design and support strategies for post-secondary (community colleges, universities, technical and career)
- Connect post-secondary to K-12

Oregon Education Investment Board

Chief Education Officer

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Receptionist

Deputy,
Curriculum & Instruction

Director,
Strategic Initiatives

Executive Assistant

Board Administrator

Chief Information Advisor

Deputy,
College & Career Readiness

Sr. Policy Advisor

Research & Policy Director

Policy Analyst

Data & Research Analyst

Data & Research Analyst

Data & Research Analyst

Ed Research Specialist

Admin/Office Specialist

Admin/Office Specialist

OEIB Policy & Research Unit

Governor has recommended a unit of 8 staff focused on:

- gathering information on the process and methodologies used by districts to set achievement compact goals;
- analyzing the return on investment, variance in conditions, and educational best practices in place in various school districts;
- examining policy and financial barriers to implementing best practices broadly; and
- drafting model policies and working closely with the Legislature to analyze policies.

Regional Achievement Compact Pilot

- To engage institutions in ongoing problem solving and build a culture of statewide, continuous improvement.
- To focus, align and measure the value of state resources against models designed specifically to increase student growth while decreasing historical gaps in student outcomes.
- To transition away from institutional silos, and ensure that parents, students, teachers and leaders share knowledge, collaborate and build a statewide culture of collaboration.
- To shift focus away from punitive accountability toward support and shared responsibility

Regional Compact Pilot

Governor recommends **\$1 million**:

- \$750,000 grants-in-aid to 6-10 regional consortia representing early learning, K-12, community college and 4-year universities; that have demonstrated readiness to participate, and met criteria established by the CEdO.
- \$250,000 for state connections conference – bringing together one or more consortia with health providers, civic and cultural groups, parent advocates, non-profits, businesses, and social services that can commit to partnering with the institutions to meet the needs of children, students and graduates.

Oregon Early Literacy

The **Oregon Early Literacy** initiative will strategically invest **\$9.25 million** to improve Kindergarten readiness and 3rd grade reading proficiency through programs that:

- Start early in children's lives and involve parents, childcare providers and the community in ensuring all children have an early start at reading;
- Expand the amount of time, adult support, materials, cultural relevance and sense of joy that literacy brings; and
- Provide the differentiated instruction necessary for every Oregon student to read in the primary grades.

Oregon Early Literacy

Oregon Education Investment Board

\$250,000

Developing a statewide approach to early reading awareness.

Incentives & Support Fund

Oregon Education Investment Board

\$200,000

Flexible fund to provide one-time, small but catalytic investments in student success and institutional innovations, at the discretion of the Chief Education Officer.

Significant Legislation - Governance

- The GRB and the OEIB Governance Subcommittee recommended creating of a Department of Post-Secondary Education that would be overseen by an expanded HECC.
- Several legislative concepts moving this session assign additional duties to the Higher Education Coordinating Commission.
- Currently, the HECC is staffed by the OEIB within the Governor's office. Any additional duties assigned to HECC will need to be funded, either by creating a HECC staff or agency, or by creating a Department of Post-secondary Education.

Other Legislation Impacting OEIB

- HB 3232 -1: Creating strategic investments; work session scheduled in House Education
- HB 3233 -2: Creating Network for Quality Teaching & Learning; work session scheduled in House Education
- HB 2636 -1: Creates a STEM Council within the OEIB, staffed by a STEM Council Director, and charges the Council with administering \$50 million in grant funds. That bill has been passed out to Ways & Means.
- HB 2640 -1: Adds 2 additional members to the OEIB (minimal fiscal impact); work session scheduled in House Ed Committee