

# Achievement Compacts: Aligning the State Around a Common Set of Student Outcomes

W&M Education Subcommittee

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# Achievement Compacts

## Introduction

In 2012, the Legislature passed SB 1581, which required OEIB to enter into contracts with:

- 197 school districts
- 19 Education Service Districts
- 17 Community Colleges
- OUS, the 7 public universities, and OHSU

Purpose: Setting goals for key students outcomes to demonstrate “progress toward the 40-40-20 Goals.”

**K-12 / ESD Achievement Compact Template  
January 2013**

<b>College and Career Ready: Are students completing high school ready for college or career?</b>										
	9th graders of 2007-08	Disadvantaged	9th graders of 2008-09	Disadvantaged	9th graders of 2009-10	Disadvantaged	9th graders of 2010-11	Disadvantaged	4-year Goal 2013-14**	Disadvantaged
4-Year Cohort Graduation										
5-Year Completion										
Earning 9+ College Credits										
Post-Secondary Enrollment										

<b>Progression: Are students making sufficient progress toward college and career readiness?</b>										
	All 2010-11	Disadvantaged	All 2011-12	Disadvantaged	All 2012-13*	Disadvantaged	Goal for All 2013-14	Disadvantaged	4-Year Goal (2016-17)**	Disadvantaged
Kinder Readiness Participation										
3rd Grade Reading Proficiency										
5th Grade Math Proficiency										
6th Grade Not Chronically Absent										
8th Grade Math Proficiency										
9th Grade Credits Earned										
9th Grade Not Chronically Absent										

<b>Equity: Are students succeeding across all buildings and populations? (Disaggregated data and goals for each disadvantaged student group listed on pages 2-4)</b>					
	2011-12	2012-13	2013-14	2014-15 Goal	4-Year Goal (2017-18)**
Priority & Focus Schools (includes schools with lowest overall rating on Oregon Report Card)					

<b>Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)</b>										
	All [Year]	Disadvantaged	All [Year]	Disadvantaged	All [Year]	Disadvantaged	All 1-Year Goal	Disadvantaged	All 4-Year Goal**	Disadvantaged

<b>Investment: What is the public investment in the district? (does not include capital investments)</b>				
	2011-12	2012-13*	2013-14*	2013-14 QEM calculation of district share
Formula Revenue				
Local Revenue not passed through formula				
Federal Revenue				
State Grants not passed through formula				

\_\_\_\_\_  
District Official

KEY: \*Estimate based on most recent available data. \*\*4-Year Goal optional  
NOTE: ODE will populate the white fields. Gray fields for current and past data are optional, as are the fields for local priorities.

# Achievement Compacts

## A redesigned system of support and accountability

### OEIB Initiative

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

### OEIB Metric (June '15)

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\*



# Achievement Compact

## School & District Report Card

Policymakers  
--  
State &  
District

Guide budget  
& policy  
setting at  
state & local  
level to  
improve  
achievement

Parents  
&  
Public

Provide  
ratings &  
information  
about  
school &  
district  
quality

## Priority/Focus/Model Designation

Educators  
&  
Community

Focus state  
& district  
school  
improvement  
efforts.

## Student-level data

Students, Families, &  
Teachers

Inform teaching &  
learning

<b>Achievement Compacts are...</b>	<b>Achievement Compacts are not...</b>
Shared goals, with shared accountability for results	Top-down goal-setting and accountability
A roadmap to 40-40-20	A comprehensive system for rating district quality
Outcomes	Inputs
A tool to guide budget and policy-setting at the state and local level	A formulaic system of rewards and consequences
A tool for focusing attention on districts that appear to be higher or lower-performing	A deeper diagnosis that reveals what works and doesn't
Succinct: key leverage points for reaching statewide priorities for student achievement	Lengthy: every component of a high-quality, comprehensive education
Evolving	Static

# Achievement Compacts

## The Big Question: Consequences

- In July 2012, Chief Education Officer began review of first round of achievement compacts
- Found that approximately 70 districts had submitted compacts with goals for 2013 that were lower than actual performance for 2011.
- Requested those districts who had set backward goals in 3<sup>rd</sup> grade reading, math or graduation revise compacts based on requirement in SB 1581 requiring “progress toward” 40-40-20 by 2025.
- OEIB yet to develop a framework or policy platform around consequences – desire is to balance “sticks and carrots” with policies that ensure motivation and ownership for outcomes

# Essential Links in the Chain of Success

*If one link is missing, the chain will fall*

	Vision	Strategy	Skills	Resources	Monitoring	Evaluation	Rewards & Sanctions	Organization	No Followers
Philosophy		Strategy	Skills	Resources	Monitoring	Evaluation	Rewards & Sanctions	Organization	Confusion
Philosophy	Vision		Skills	Resources	Monitoring	Evaluation	Rewards & Sanctions	Organization	False Starts
Philosophy	Vision	Strategy		Resources	Monitoring	Evaluation	Rewards & Sanctions	Organization	Anxiety
Philosophy	Vision	Strategy	Skills		Monitoring	Evaluation	Rewards & Sanctions	Organization	Frustration
Philosophy	Vision	Strategy	Skills	Resources		Evaluation	Rewards & Sanctions	Organization	Bitterness
Philosophy	Vision	Strategy	Skills	Resources	Monitoring		Rewards & Sanctions	Organization	No Closure
Philosophy	Vision	Strategy	Skills	Resources	Monitoring	Evaluation		Organization	Hopelessness
Philosophy	Vision	Strategy	Skills	Resources	Monitoring	Evaluation	Rewards & Sanctions		No Coordination
Philosophy	Vision	Strategy	Skills	Resources	Monitoring	Evaluation	Rewards & Sanctions	Organization	Success!!



# Achievement Compacts

## Potential Changes for 2013-14

- Due annually by June 30 (current legislation pending would change due date to October 15)
- ODE is building an on-line submission function that will include pre-filled data – will be launched by late May 2013.
- Other legislation pending this session would
  - Create an achievement compact advisory committee process for community college colleges
  - Add a requirement for parents to serve on the K-12 achievement compact advisory committees

# Regional Achievement Compacts

## Purpose

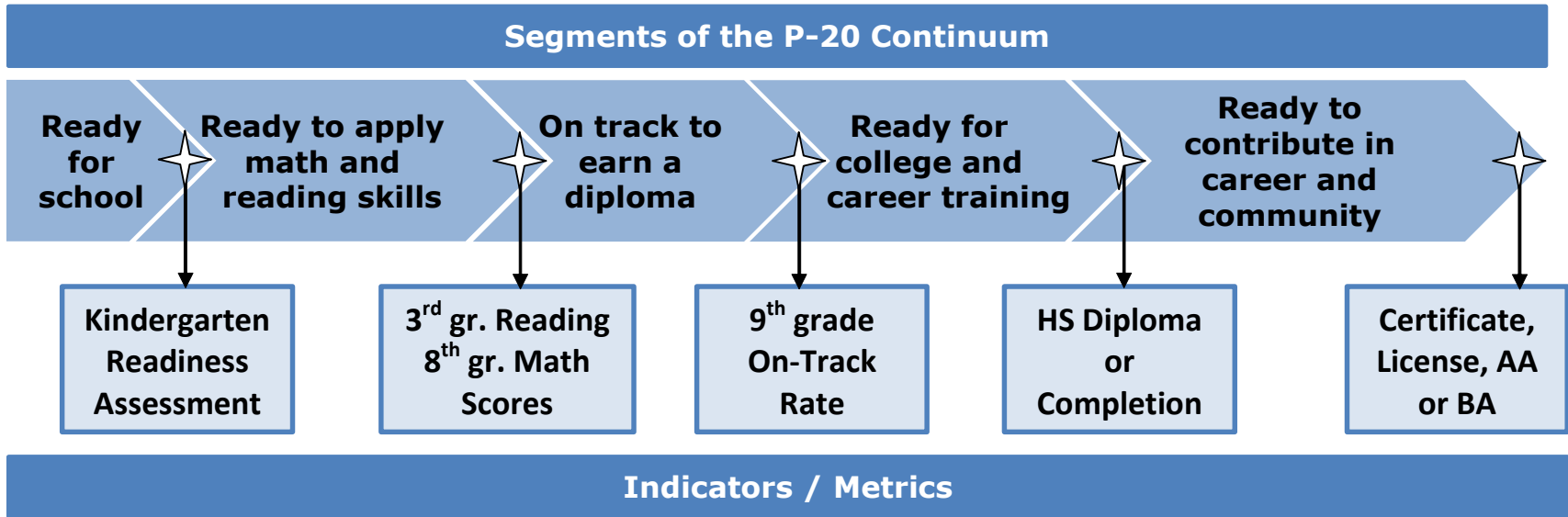
- To engage Oregon's P-20 institutions and other partners in ongoing problem solving dialogue leading to a culture of statewide, continuous improvement.
- To focus, align and measure the value of state resources against models designed specifically to increase student success while decreasing historical gaps in student outcomes.
- To transition away from institutional silos, isolation of best practice such that parents, students, teachers and leaders share knowledge, collaborate and build a statewide culture of collaboration over competition.

# Regional Achievement Compacts

## Desired Outcomes

- **Defining regions:** Regions, while presently defined as the generally accepted feeder areas for a community college, will ultimately be defined by the regions themselves in a way that makes the most sense for the successful collaboration of the regional compact.
- **Establishing protocols and procedures:** OEIB provides examples of how the collaboration might look at a conceptual level, but the actual processes of gathering, sharing, speaking, presenting, reporting and challenging will be left to the regions to dictate.
- **Fine-tuning reporting processes:** Participants of the pilot will be invited to report back to OEIB the trials and tribulations of the pilot, including recommendations to the process and documentation, to help ensure future efforts are directed accordingly. Furthermore, the pilot program will establish working, short-term milestones to ensure progress is being made towards desired students outcomes.

# Stage One Metrics



*All indicators will be disaggregated into the following subgroups:*

- All Students*
- White*
- Asian*
- Pacific Islander*
- Black*
- Hispanic*
- Native American*
- Multi-Ethnic*
- Students with Disabilities*
- English Language Learners*
- Females*
- Males*

# Regional Achievement Compacts Pilot Project

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 consortias 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.

# Regional Achievement Compacts

## Local Examples

- The concept of regional collaboration among educational institutions and their communities has been building over the past 5 years.
- With the OEIB leading a discussion, the concept has literally “caught fire” across many regions, including the region around Oregon State University, who are here today to share their work.