



Oregon

Kate Brown, Governor

Chief Education Office

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February 27, 2017

Honorable Rod Monroe, Co-Chair
Subcommittee on Education
Joint Committee on Ways and Means
Oregon State Senate
900 Court Street NE
Salem, OR 97301

Honorable Barbara Smith Warner, Co-Chair
Subcommittee on Education
Joint Committee on Ways and Means
Oregon House of Representatives
900 Court Street NE
Salem, OR 97301

Co-Chairs and Members of the Joint Ways and Means Subcommittee on Education,

The Chief Education Office appreciates the opportunity to present to the Joint Ways and Means Subcommittee on Education earlier this week.

In response to subcommittee members' questions and requests for materials during the course of our presentation on February 23rd, I am submitting five documents for the record:

- Written testimony of Education Innovation Officer Colt Gill
- Oregon Leadership Network (OLN) Graduation Task Force Composition List
- Memo: Statewide Longitudinal Data System
- SLDS Project Timeline
- Agency Budget Submission (pages 120-122)

If you have additional questions following the review of these materials, I am happy to meet with committee members to further discuss the work of the Chief Education Office.

Sincerely,

Lindsey Capps
Chief Education Officer

Joint Ways and Means Subcommittee on Education

2-23-17

Testimony regarding Senate Bill 5522 the Chief Education Office:

Co-Chairs Smith-Warner and Monroe, members of the committee for the record I'm Colt Gill Education Innovation Officer for Oregon. Thank you for the opportunity to speak to the graduation work to-date.

This visual reflects the way I go about the work and the myriad of perspectives and inputs that were solicited in the development of my recommendations to the Governor.

With our limited time I would like to share three interconnected efforts that come together to move high-leverage, sustainable, and economical strategies designed to improve our graduation outcomes.

First, it was critical as we began this work from a state-level to reach out and develop strong partnerships with students, families, communities, and schools across the state – to ensure their ideas and voices are clearly reflected in any statewide policy we would ask the Governor to endorse. For the last 27 years I have worked in districts on the other side of the state-local partnership, I understand how important the local perspective is to the success of any initiative. Through our engagement process I was able to connect with over 1,000 participants, representing dozens of communities across 32 of our counties. The feedback was remarkably consistent around two key themes:

- equitable practices and outcomes and
- the development of strong relationships, partnerships, and relevance

Beyond these two themes we heard about 10 key strategies that are promising in preparing, supporting and engaging our students and their families on the path to graduation. These can be found on page 54 of the [full report](#) which was provided for you.

This report, along with a review of successful practices in others states, forms the basis of the policies put forward in Senate Bill 183, the Graduation Equity Fund. The Graduation Equity Fund tightens our practice specifically for the 25% or 150,000 students that our schools are not effectively supporting today.

A community member from Redmond stated the issue well, she said -*"I believe that the single student-centric factor contributing to student graduation rates is that students don't feel as though they matter. Their culture, interests, dreams, and goals don't matter – students perceive this from educators, administrators, parents and others. Individuals in poverty, minorities, and others are repeatedly told by society that they don't matter and unfortunately in many ways our educational system compounds this. After all, when you don't have much, everything you do have is magnified."* (p.33 – Graduation Convening Report <http://education.oregon.gov/portfolio/2017-graduation-report/>) If we truly want to improve our statewide graduation outcomes, we must focus on all our students, especially those who have been marginalized.

Second, this engagement process also guided our collaborative approach to developing policy to ensure that Measure 98, the High School Graduation and College and Career Readiness Act achieves the improved graduation outcomes we hope for. I have been facilitating an interagency team focused on working with stakeholders to inform policy that will help ensure the act is implemented in a way that will positively impact students our current practices are not working for.

Finally related to each of these efforts, I'm also co-leading, with Salam Noor, a team across the Oregon Department of Education, the Chief Education Office, the Youth Development Division, the Early Learning Division, and the HECC, among other key stakeholders, to consider how -from a statewide approach- to translate promising practices and the voices of community members into policy and subsequently translating policy into new and effective practices and partnerships in our local schools and communities.

This policy-to-practice effort requires ongoing engagement with community partners, districts, and researchers. The Chief Education Office is in a unique position to develop local partnerships because of its established support system with RACs, STEM hubs, Early Learning Hubs, ESDs and other partners.

To further the collaboration, I have also worked to develop research-based partnerships with districts we can all learn from. One of these partnerships includes eight Oregon districts that are consistently beating the odds and state performance on graduation rates. I have the opportunity to meet regularly with these eight districts, along with the Oregon Leadership Network and Education Northwest to do some action research around their successful efforts in order to better understand how we can support other districts in replicating their results.

I'm only a few months into this new position, and there is more underway than I'm able to illustrate here, but I feel we are making strong headway by empowering local voice in developing models and the systems of support our districts can employ to improve outcomes for our students.

This work in Oregon is both challenging and urgent; we have a generation of students whose future opportunities are being limited through the lack of a diploma and that sense of pride and accomplishment from successfully finishing high school.



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Oregon Leadership Network (OLN) Graduation Task Force Composition

Co-Chair Monroe requested the list of districts who are involved in the research-based partnership discussed in Education Innovation Officer Colt Gill's testimony on February 23, 2017. This group is called the Oregon Leadership Network (OLN) Graduation Task Force.

The group includes the superintendents and other staff as assigned from:

- Beaverton School District, Beaverton
- Bethel School District, Eugene
- Centennial School District, Portland
- 4J School District, Eugene
- Hillsboro School District, Hillsboro
- North Clackamas School District, Milwaukie
- Portland Public Schools, Portland
- Forest Grove School District, Forest Grove

Other partners include:

- Colt Gill, Education Innovation Officer, CEEdO
- Dawne Huckaby, Assistant Superintendent, ODE
- Rob Larson, Director of Strategic Direction, OLN/EdNorthwest
- Hella Bel Hadj Amor, Practice Expert, EdNorthwest
- Nettie Legters, Senior Manager, EdNorthwest



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Date: February 27, 2017

To: Senator Rod Monroe, Co-Chair
Representative Barbara Smith-Warner, Co-Chair
Ways and Means Education Subcommittee

From: Lindsey Capps, Chief Education Officer

RE: Agency Budget Presentation--Requested Information on Statewide Longitudinal Database

The following memorandum is in response to your request for a concise summary of information on the Statewide Longitudinal Data System (SLDS). The building and maintenance of the SLDS is a core function and statutory responsibility of the Chief Education Office as a P-20 coordinating agency.

A statewide longitudinal data system is defined as a data system that collects and maintains detailed, high quality data over time that is linked across the education continuum, providing a complete view of the academic life and performance of a student.

One of the most significant benefits of having a coordinated, statewide longitudinal data system is the ability to inform educators, institutions, communities and policymakers about key drivers impacting student success over time and across all sectors of education in Oregon. By providing reporting and analysis tools, the longitudinal data system can be used to evaluate programs, policies and resource allocation decisions at the state and local level to improve student outcomes.

The Chief Education Office has completed the initial transfer of data from the Oregon Department of Education (ODE) and Higher Education Coordinating Commission (HECC). Additional data consumption from other participating state agencies is in the planning stages. The project plan provides for completion of the SLDS by December 2017.

1. Are there comparable data systems in other states?

Oregon is on-track to join Washington, Nevada and 14 other states across the nation that have longitudinal data systems linking the core sectors of early learning, K-12, higher education and workforce (P-20W). Alaska, Hawaii, Idaho, North Dakota and Utah are additional Western states that have longitudinal data systems linking three of these four core sectors (the exception in each case is the early learning sector).



Colorado and Wyoming are still in the process of building complete P-20W longitudinal data systems.¹

2. What is the current status of the database?

An initial data transfer from ODE and HECC has been completed. The inclusion of data from the ODE Early Learning Division, Oregon Employment Department, and the Teachers Standards and Practices Commission is in the planning stages.

The SLDS team is developing the user format and designing the organization of reports generated from the data system.

3. What have been some of the most significant challenges and opportunities?

The Statewide Longitudinal Data System (SLDS) has been subject to both close Legislative oversight and the State's Stage Gate Process as required of major information technology (IT) projects. The Chief Education Office has accordingly adhered to high standards and followed requisite processes to ensure effective risk management and data security.

Beyond efforts around data security, collecting and integrating data for the first time from previously separate data systems between agencies has required developing common data definitions. This data standardization process is necessary to ensure the quality of the data within the new, unified longitudinal data system.

These measures taken as a whole are complex and time intensive, requiring the skills of highly-qualified technical staff and supported by the addition in 2015 of a SLDS project director to further develop and execute a comprehensive project plan.

4. How long has the project been underway and when do you expect it to be completed?

Please see the attached appendix for the project timeline. A more in-depth project summary is also provided as it appears under the Major Information Technology Projects of the Chief Education Office in the agency budget submission (pages 120-122).

¹ Education Commission of the States, *50-State Comparison: Statewide Longitudinal Data Systems*, November 2016

Oregon Statewide Longitudinal Data System P-20W



- Timeline:

		2011	2012	2013	2014	2015	2016	2017	2018	2019
Agency timeline	OEIB									
	CEdO									
Initial SLDS Business Case development and stakeholder input										
Formal Stage Gate development and submittal										
Stage Gate revisions to meet CIO criteria										
SLDS funded										
System Operational										
Sustaining operations										

Major Information Technology Projects/Initiatives

Senate Bill 909 (2011) established the Oregon Education Investment Board (OEIB), along with the directive to establish a statewide longitudinal data system in order to provide policy makers and educators a tool to direct funds and methodologies to support continuous improvement within the Oregon educational system.

This directive was reaffirmed by Senate Bill 215 (2015) when the OEIB was redefined in its focus and mission to become the Chief Education Office (CEO). The key elements for the Oregon Statewide Longitudinal Data System P-20W (OR-SLDS P-20W) have not changed.

Overview:

An education longitudinal data system is defined as a data system that collects and maintains detailed and high quality data that are linked across entities and over time, providing a complete academic and performance history for each student, and makes these data accessible through reporting and analysis tools. This data analysis allows educators, researchers, and policy makers to make better informed decisions on programs, investments, and policies.

Functionally, the Chief Education Office operates by engaging individual districts, community colleges, and public universities in a data-based process tied to 40-40-20 goals, meeting with stakeholders to identify barriers and to create more equitable and seamless systems, analyzing existing and recommending new policies, and recommending new strategic investments or systems of investments to improve state performance.

The Chief Education Office in its role as an educational oversight agency provides the right level of leadership and coordination to govern and unify data from data systems that currently exist independently and do not communicate easily. Until a longitudinal data system exists, policy research regarding the efficacy and effect of achievement compact targets and ways to support student growth and efficient school operations will not be informed by Oregon longitudinal data.

During the 2015-17 Legislative Session, the project team was given specific deliverables to complete:

The Joint Ways and Means Subcommittee on Education recommended conditional approval of Policy Option Package #802 within HB 5022 which provided \$550,000 General Fund and three limited duration positions (1.14 FTE) to continue development of the Oregon Statewide Longitudinal Data System P-20W (OR-SLDS P-20W).

Current law requires the Chief Education Office (CEO) via Oregon Education Investment Board (OEIB) to deliver a data system to measure outcomes from educational investments across the P-20 continuum (early learning through postsecondary). The OR-SLDS P-20W, once developed, will combine data from multiple agencies (primarily the Department of Education and the Higher Education Coordinating Commission) to evaluate the effectiveness of education investments.

The funding in this package provided resources to continue the development of the necessary project planning and management documents through March 2016. The package included three limited duration positions that make up the current project staff. Two of these positions have been filled with Oregon Department of Education employees who will transfer to Chief Education Office.

During the 2016 legislative session, the agency provided a cost estimate for the overall package so the Legislature could then determine whether to fund implementation of the system. In developing the OR-SLIDS P-20W, the agency is to fulfill the following due diligence, project management, and oversight requirements:

Continue to work closely with and regularly report project status to the Office of the State Chief Information Officer (OSCIO) and the Legislative Fiscal Office (LFO) throughout the project's lifecycle.

Chief Education Office (CEdO) has been working with OSCIO, DAS, and LFO since early May of 2015 to align with the Stage Gate process and provide Project Management Plan documents that align with expectations, as outlined in the Stage Gate process. This has been conducted in off line meetings as well as scheduled Core team meetings since early May of 2015. Stage Gate 3 endorsement was received in January of 2016.

- Continue to follow the Joint State CIO/LFO Stage Gate Review Process.

CEdO is in alignment and supports the Stage Gate Process and the intent of the process.

- Retain, hire, appoint, or contract for qualified project management services that have experience in planning and managing projects of this type, scope, and magnitude.

Completed, the project now has a project director overseeing the day to day activities of the project.

- Update the business case and other foundational project management documents as required by OSCIO.

Completed, a complete set of project plan documents were developed and turned over to DAS/OCIO for distribution and review July 30th of 2015. This comprised of 31 documents, critical success indicators, and support matrices. The project will continue to maintain and update these documents throughout the duration of the project execution.

- Work with OSCIO to contract with an independent quality management services firm to conduct an initial risk assessment, perform quality control reviews of foundational project documents as appropriate, and perform ongoing, independent quality management services as directed by OSCIO.

Contract for independent QA services was executed the week of October 12, 2015. Kick off meeting is scheduled for October 19, 2015. CEDo worked with DAS procurement and OCIO to procure and approve vendor. Risk assessment and document review completed with comments incorporated into project documents.

- Submit the updated business case, other project management documents, initial risk assessment, and quality control reviews to OSCIO and LFO for Stage Gate Review.

Completed, a complete set of project plan documents were developed and turned over to DAS/OCIO for distribution and review July 30, 2015. This comprised of 31 documents, critical success indicators, and support matrices.

- Report back to the Legislature on project status during the 2016 legislative session and/or to other legislative committees as required.

CEDo presented to the Joint Ways and Means Committee in January of 2016. The project gave an update on current status and required deliverables from previous legislative directives. The committee approved and was carried to the full legislature for approval (Senate Bill 5701).

- Request legislative approval to proceed with the project prior to initiating project execution activities.

The project team is working with DAS/OCIO, DAS procurement and LFO to comply with all regulations and approval processes in order to gain legislative approval prior to vendor contract execution. This requirement has been met; the project and DAS procurement awarded a contract to a qualified vendor only after meeting all requirements stated in past LFO/DAS oversight directives.

- Utilize the Office of the State CIO's Enterprise Project and Portfolio Management (PPM) System as it is deployed for all project review, approval, and project status and quality assurance reporting activities throughout the life of the project.

The PPM application is now operational and the project team will utilize.