

K-12 Achievement Compact: A Promise for Oregon's Future

Across multiple measures, Oregon students today perform better than ever before. Student performance on statewide reading and math assessments at all grade levels has increased significantly over the past decade. Oregon students rank second in the nation on the SAT, one of the measures predictive of college preparedness. Graduation rates are historically high. And Oregon students today complete rigorous courses – such as Advanced Placement, International Baccalaureate, or dual (college) credit – much more frequently than in the past. By other measures – Oregon student performance on the NAEP, and achievement gaps in graduation and student achievement, for example – Oregon schools and students have not fared as well.

To the credit of Oregon educators and students, progress has been achieved during a time of declining investment of state resources in education. As signers of this compact, we acknowledge the advancements our students and schools have made – and we take responsibility for where we have fallen short. We recognize the hard work and accomplishments of our students, our teachers and our school leaders. And, as educators and policymakers, we understand this simple, yet challenging truth: *we can, and must, do better.*

With this compact:

- *We choose to compare our performance, not with the schools of the past, but with the schools we envision for the future;*
- *We commit to the aspiration of “40-40-20,” in which 40 percent of Oregon students will earn a bachelor’s degree or higher, 40 percent will earn an associate’s degree or post-secondary credential, and 20 percent will earn a high school diploma or equivalent;*
- *We dedicate ourselves to evolving schools in ways that will prepare students for college and career success in our rapidly-changing world – graduating students who are well-rounded, globally-competitive, culturally-competent, creative, critical-thinking, locally-engaged citizens; and*
- *We pledge to invest the resources necessary to achieve the outcomes listed in this compact.*

Outlined on the following pages are suggested components, including outcomes and responsibilities, for achievement compacts between not only the Oregon Education Investment Board (OEIB) and individual school district boards of directors, but also between and among the OEIB and many of the various agencies and organizations serving Oregon students and educators.

These compacts – as agreements, or *promises*, between two or more parties – provide a platform for reinventing our education system, 0-to-20, and engaging all stakeholders. The recommended outcomes and targets in this document are offered through the “lens” of K-12. Where we suggest responsibilities for others, we do so in the spirit of partnership. We understand that others may have different views, and we look forward to working collaboratively to achieve our shared “40-40-20” goal.

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I. Oregon Achievement Compact: K-12 Learning Levels

We believe that there should be just one overall outcome expected of Oregon K-12 school districts: **achieve the high school graduation outcome envisioned by “40-40-20”** and described in the “Ready for College and Career” Learning Level recommendations (page 4). Along with one overall outcome for K-12 districts, we believe that a number of required and optional “on-track” indicators should be considered, from kindergarten through graduation. These “on-track” indicators are intended to measure student progress toward meeting the outcome at various points along the K-12 continuum, and may be viewed as key leverage points for investment or intervention.

We recommend that districts set **annual targets for the overall outcome** and a handful of “on-track” indicators; some of these indicators could be required by the OEIB, while others could be measured **at the discretion of local districts**. We also recommend that districts have the option of piloting “on-track” indicators, and that “on-track” indicators be adjusted over time as research and experience dictate.

For small districts, the outcome and some indicators may be difficult to achieve. We recommend making it **possible for small districts to group regionally** or partner with larger districts in order to create the capacity required to meet compact outcome and indicators.

Achievement Gap, Equity and Academic Growth

We believe that the outcomes, indicators, goals and targets in this compact must be addressed **by sub-group**, with specific and unique objectives identified for closing achievement gaps for each sub-group, and with goals, targets, data and results disaggregated by sub-group. We also believe that assessment of **student academic growth**, combined with assessment of student proficiency (percentage of students meeting standards) on state assessments, provides a more fair and accurate picture of school effectiveness than our current accountability system, which relies primarily on proficiency. By including growth, we take into account the reality that **student populations in our schools come from a wide variety of circumstances**, and we can begin to better determine school effectiveness. We recommend a **growth-and-proficiency** reporting model like Colorado’s, which plots school performance along a continuum from “Lower Growth, Lower Achievement” to “Higher Growth, Higher Achievement,” and allows comparison and collaboration among “demographically-alike” districts.

The Four C’s: Creativity, Critical Thinking, Communication and Collaboration

The “Four C’s” of **creativity, critical thinking, communication and collaboration are essential 21st Century skills**, and schools need support in developing measures in these areas. We recommend that, as they are developed, some of these measures should be added as outcomes and/or indicators in the Achievement Compact.

A. Recommended 'Ready for College & Career' Outcome/Indicators (Grades 8-14)			
Outcome (required)	Standard/ Goal	Current Status	2012-13 Target
<p><u>Required: High School Graduation</u> 40% of students graduate with 28 college credits¹ or more; 40% of students graduate with one or more college credits; 20% of students earn a high school diploma, an extended or modified high school diploma, or the equivalent of the high school diploma. (Most students will achieve this outcome in four years, but many may do so in less or more than four years.)</p>	40% 40% 20%	XX% XX% XX%	XX% XX% XX%
'On-Track' Indicators (some required, others optional)	Standard/ Goal	Current Status	2012-13 Target
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets, on statewide reading and math assessments.	XX% Proficient XX% Growth	XX% Proficient XX% Growth	XX% Proficient XX% Growth
Percent of students scoring at "college ready" on ACT or SAT, COMPASS, Acuplacer or other district-adopted tool.	XX%	XX%	XX%
Percent of students not retained and on track for graduation at the end of their freshman year.	XX%	XX%	XX%
Percent of students successfully exiting ELL services.	XX%	XX%	XX%
Percent of students enrolled in, and percent of students earning credit, in advanced, AP or IB courses	XX% Enrolled XX% Credit	XX% Enrolled XX% Credit	XX% Enrolled XX% Credit
Percent of students demonstrating proficiency and growth via work samples in reading, writing, math, speaking, social studies and science.	XX% XX%	XX% XX%	XX% XX%
Percent of students participating in extra-curricular and co-curricular activities.	XX%	XX%	XX%

¹According to OUS, students entering college with 28 college credits are "nearly guaranteed a bachelor's degree."

B. Recommended 'Critical Thinking' Indicators (Grades 4-8)			
'On-Track' Indicators (some required, others optional)	Standard/ Goal	Current Status	2012-13 Target
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets, on statewide reading and math assessments, in grades 4-8.	XX% Proficient XX% Growth	XX% Proficient XX% Growth	XX% Proficient XX% Growth
Percent of students demonstrating proficiency and growth via work samples in reading, writing, math, speaking, social studies and science.	XX% XX%	XX% XX%	XX% XX%
Percent of students completing Algebra I.	XX%	XX%	XX%
Percent of students successfully exiting ELL services.	XX%	XX%	XX%
School attendance rate	XX%	XX%	XX%

C. Recommended 'Numeracy & Literacy' Indicators (Grades K-4)			
'On-Track' Indicators (some required, others optional)	Standard/ Goal	Current Status	2012-13 Target
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets, on state reading and math assessments, in grades 3-4.	XX% Proficient XX% Growth	XX% Proficient XX% Growth	XX% Proficient XX% Growth
Percent of students demonstrating proficiency, and percent of students meeting growth targets, on curriculum-based measures, in grades 1-2.	XX% XX%	XX% XX%	XX% XX%
Percent of students ready to learn by the start of kindergarten.	XX%	XX%	XX%
School attendance rate.	XX%	XX%	XX%

II. Oregon Achievement Compact: Pre-K, Higher Education

Listed here are some suggested outcomes that OUS, community colleges and Pre-K programs might achieve in partnership with K-12 districts, as well as ESDs and ODE.

A. Recommended 'Lifelong Learning & Success' Outcomes (Grades 13-20)			
Outcome	Standard/ Goal	Current Status	2012-13 Target
Work collaboratively (K-12, OUS and Community Colleges) to improve and/or develop effective tools for measuring college-and career-readiness, post-high-school success, creativity and critical thinking, and other desired outcomes.	XX	XX	XX
Work collaboratively (K-12, OUS and Community Colleges) to increase the capacity of high schools to award college credit by growing the number of teachers eligible to award credit, while assuring appropriate rigor in college-credit courses.	XX% of high school teachers awarding college credit	XX%	XX%
Work with K-12 districts to develop teacher preparation programs that are aligned with newly-adopted standards and performance measures, and address current and future district and statewide needs (e.g., ELL, achievement gap)	XX	XX	XX

B. Recommended 'Ready to Learn' Outcomes (Pre-K)			
Outcome	Standard/ Goal	Current Status	2012-13 Target
In collaboration with K-12, develop effective assessments for school readiness.	XX	XX	XX

III. Oregon Achievement Compact: State Education System

A compact is, of course, an agreement between two or more parties, each with responsibility for achieving the shared goal and outcomes. Outlined on the following pages are suggested outcomes and responsibilities for the Oregon Education Investment Board (OEIB) and other partners in our education system.

C. Recommended OEIB Outcomes			
Outcome	Standard/ Goal	Current Status	2012-13 Target
Make the level of state investment necessary to achieve the outcomes listed in this compact.	100%	XX%	XX%
In partnership with school districts, the Oregon Department of Education (ODE) and regional service providers, develop statewide accountability and data systems that provide educators with the information they need to maximize student achievement, while reporting accurately to the public about the performance of Oregon’s education system; this system must measure and report on student growth <i>and</i> proficiency, and be useful to educators in advancing student learning.	XX	XX	XX
Provide dedicated state funding for standards-based, best-practices professional development of teachers and administrators.	\$XX per educator	\$0 per educator	\$XX per educator
Provide dedicated state funding for the induction and support of teachers and administrators during their first three years on the job.	\$XX per new educator	\$XX per new educator	\$XX per new educator
In partnership with successful schools and districts, as well as ODE and regional service providers, provide “turnaround assistance” for schools and districts identified as “in need of improvement.”	XX	XX	XX
Align K-12 mandates, requirements and expectations of OEIB, State Board, other governing/oversight bodies.	XX	XX	XX

In addition to OEIB, we recommend consideration of **achievement compacts and outcomes for other entities in our education system, focusing on how ODE and ESDs and K-12 districts might partner** to support schools and the work of the OEIB. These outcomes should include:

- Development of resources (such as access to evidence-based, best-practices research) to support schools and districts in achieving Achievement Compact outcomes.
- Development of statewide accountability and data systems that provide educators with the information they need to maximize student achievement, while reporting accurately to the public about the performance of Oregon’s education system; this system must measure and report on student growth *and* proficiency, and be useful to educators in advancing student learning.
- Development and implementation of data analysis systems that provide educators with the diagnostic information necessary to track and assess individual student growth in specific skill and sub-skill areas through item analysis, trend analysis, and analysis of authentic performance tasks.
- Facilitation and support of standards-based, best-practices professional development of teachers and administrators, in partnership with school districts and educator professional associations.
- Facilitation of induction and support programs for teachers and administrators during their first three years on the job.
- Development and implementation of “turnaround assistance” for schools and districts identified as “in need of improvement,” in partnership with successful schools and districts, as well as regional service providers.
- Development and implementation of qualitative measures of districts and schools, such as student/parent/staff surveys, organizational assessment rubrics, etc.
- In collaboration with OUS and community colleges, improvement and/or development of effective tools for measuring college- and career-readiness, post-high-school success, creativity and critical thinking, and other desired outcomes.
- In collaboration with OUS and community colleges, expansion of the capacity of high schools to award college credit – growing the number of teachers eligible to award credit, while assuring appropriate rigor in college-credit courses.
- In collaboration with OUS, evolution of teacher preparation programs that are aligned with newly-adopted standards and performance measures, and address current and future district needs.
- In collaboration with Pre-K, development of effective assessments for school readiness.
- Alignment of requirements and expectations of the OEIB, State Board and other bodies and agencies, and reduction of state mandates for K-12 schools and districts.