

EDUCATION ACHIEVEMENT COMPACT

This Achievement Compact is entered into by the State of Oregon, acting through the Oregon Educational Investment Board, and _____, a provider of educational services ("education entity"), for school year 2012-13.

1. Oregon intends to develop one of the best-educated citizenries in the world. The State of Oregon, has established an educational policy that by 2025, 100% of Oregon students will have successfully earned an education degree, which represents achievement of a quality education. Specifically, the state will achieve the following (known as 40/40/20) for Oregonians aged 25-34 in 2025: 40 percent of adult Oregonians will have earned a bachelor's degree or higher; 40 percent of adult Oregonians will have earned an associate's degree or postsecondary credential as their highest level of educational attainment; and 20 percent of all adult Oregonians will have earned at least a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of educational attainment.
2. Each party acknowledges that the 40/40/20 goal is a statewide goal, requiring all to succeed.
3. Absent a significant change in policy and investment, Oregon is headed for 30/18/42 (and 10 percent dropouts) rather than 40/40/20. To achieve 40-40-20 by 2025, it is essential to create a trajectory for all education entities that is consistent with that goal.
4. Education resources are currently not aligned with the 40-40-20 vision. To achieve the goal, it is necessary to (1) build a learning continuum, rather than a collection of disconnected institutional silos, (2) invest in learners and learning outcomes instead of head counts and grade levels, and (3) ensure that students are learning at their best pace and achieving their full potential.
5. The State will use Achievement Compacts as partnership agreements to define the roles and commitments of the State and its educational entities. This Compact, together with all other such compacts, represents the State's commitment to learners, and the commitment of each educational entity to help achieve that commitment and the commitment of the educational entity to achieve the goals specified below and to work with the State and OEIB.
6. All educational entities that receive state funds are required to enter into Achievement Compacts in 2012-13, and subsequent years. The purpose of the Compact is to specify the desired outcomes and measures of progress to be quantified by the educational entity, and the State's commitment to provide funding, support and accountability measures. The results measured and data collected from education entities will enable the comparison of outcomes and progress within each entity and between like entities (those with similar student populations by demographic and socio-economic criteria) over time, as well as progress toward the 2025 goal.
7. It is the parties' goal to maximize the flexibility of the education service provider in achieving the desired outcomes, so long as acceptable progress is demonstrated. To that end, K-12 school districts that are parties to Compacts in 2012-13 will not be required to file the state's Division 22 reports for that school year.
8. If the state is forced to reduce its capacity funding during the school year, the education entity shall have the option to amend its Compact.

Draft K-12 Achievement Compact Measures – Year One

Outcome	2010-11 Actual	2011-12 Projection	2012-13 Target
Required:			
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets in reading and math in grades 3-5 A. All students B. Historically underserved student groups*	A XX% Proficient XX% Growth B XX% Proficient XX% Growth	A XX% Proficient XX% Growth B XX% Proficient XX% Growth	A XX% Proficient XX% Growth B XX% Proficient XX% Growth
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets in reading and math in grades 6-8 A. All students B. Historically underserved student groups	A XX% Proficient XX% Growth B XX% Proficient XX% Growth	A XX% Proficient XX% Growth B XX% Proficient XX% Growth	A XX% Proficient XX% Growth B XX% Proficient XX% Growth
Percent of students on track for graduation at the end of their freshman year. A. All students B. Historically underserved student groups	A XX% B XX%	A XX% B XX%	A XX% B XX%
High School Graduation -- Students who earn a high school diploma, an extended or modified diploma or the equivalent by Year 4 and Year 5. A. All students B. Historically underserved student groups	A Year 4 Students/XX% Year 5 Students/XX% B Year 4 Students/XX% Year 5 Students/XX%	A Year 4 Students/XX% Year 5 Students/XX% B Year 4 Students/XX% Year 5 Students/XX%	A Year 4 Students/XX% Year 5 Students/XX% B Year 4 Students/XX% Year 5 Students/XX%
District Selected Year One Optional Targets:			
Percent of students ready to learn by the start of Kindergarten A. All students B. Historically underserved student groups	A X% B X%	A X% B X%	A X% B X%
Percent of students successfully exiting ELL services.	XX%	XX%	XX%
Percent of students enrolled in, and percent of students earning college credit, in advanced, AP, or IB courses A. All students B. Historically underserved student groups	A XX% Enrolled XX% Credit B XX% Enrolled XX% Credit	A XX% Enrolled XX% Credit B XX% Enrolled XX% Credit	A XX% Enrolled XX% Credit B XX% Enrolled XX% Credit
Other: Include measure description			

*In alignment with the ESEA flexibility waiver, these groups include English language learners, students in special education, economically disadvantaged students, and students from underserved minorities or Hispanic heritage.

Draft Community College Achievement Compact Measures

Year One

Outcome	2010-11 Actual	2011-12 Projection	2012-13 Target
Completion:			
Number of students completing:			
A. Adult high school diplomas/GEDs	A - #	A - #	A - #
B. Certificates/Oregon Transfer Modules	B - #	B - #	B - #
C. Associate degrees	C - #	C - #	C - #
D. Transfer to a bachelor's degree program	D - #	D - #	D - #
E. Student success in specific sub-population	E - *	E - *	E - *
Quality:			
Percent of dually enrolled high school students who matriculate to any college or university	XX%	XX%	XX%
Percent of GED completers who continue on to credit work	XX%	XX%	XX%
Percent of students that persist term to term and year to year	XX%	XX%	XX%
Percent of CTE students passing national licensure tests	XX%	XX%	XX%
Percent of CTE students employed 12 months after graduation	XX%	XX%	XX%
Percentage of transfer students whose OUS GPA is at or above the average of native OUS students	XX%	XX%	XX%
Connections:			
Number of dual enrolled high school students	# Students	# Students	# Students
Number of dual enrolled OUS students	# Students	# Students	# Students
Percent of local high school spring graduates enrolled in post-secondary education within one year following high school graduation (Should be measured in K-12, CC, and OUS)	XX%	XX%	XX%
Percent of local high school graduates who graduate with some college credit	XX%	XX%	XX%
Percent of satisfied employers (collected from employer satisfaction survey)	*	*	*
Extent to which CTE programs meet local industry needs by industry cluster	*	*	*
Other: Include measure description	XX%	XX%	XX%

*Quantitative and qualitative detail of measures work in progress.

Draft OUS Achievement Compact Measures

Year One

Outcome	2010-11 Actual	2011-12 Projection	2012-13 Target
Completion:			
Number of Oregon students awarded degrees by the Oregon University System			
<ul style="list-style-type: none"> A. Oregonians awarded bachelor's degrees B. Oregonians from underrepresented minorities awarded bachelor's degrees C. Oregonians from rural communities awarded bachelor's degrees D. Community college transfer students awarded bachelor's degrees E. Oregonians awarded advanced degrees 	<ul style="list-style-type: none"> A # BA/BS B # BA/BS C # BA/BS D # BA/BS E # BA/BS E # Masters/ PhD/Prof. 	<ul style="list-style-type: none"> A # BA/BS B # BA/BS C # BA/BS D # BA/BS E # BA/BS E # Masters/ PhD/Prof. 	<ul style="list-style-type: none"> A # BA/BS B # BA/BS C # BA/BS D # BA/BS E # BA/BS E # Masters/ PhD/Prof.
Quality:			
Percent of graduates unemployed in Oregon compared with the percent of workforce unemployed in Oregon			
<ul style="list-style-type: none"> A. Science, technology, engineering & math professions B. Health professions C. Science, technology, engineering & math education 	<ul style="list-style-type: none"> A XX% B XX% C XX% 	<ul style="list-style-type: none"> A XX% B XX% C XX% 	<ul style="list-style-type: none"> A XX% B XX% C XX%
Employer satisfaction	*	*	*
Alumni satisfaction on value of degree	*	*	*
Connections:			
Number of students awarded degrees in targeted workforce areas to meet state needs	# Students	# Students	# Students
Number of students completing internships or service learning or engaged in community based learning	# Students	# Students	# Students
Research	**	**	**
Other: Include measure description			

*Quantitative and qualitative detail of measures work in progress.

**Consolidated campus achievements annual grants/contracts/awards,