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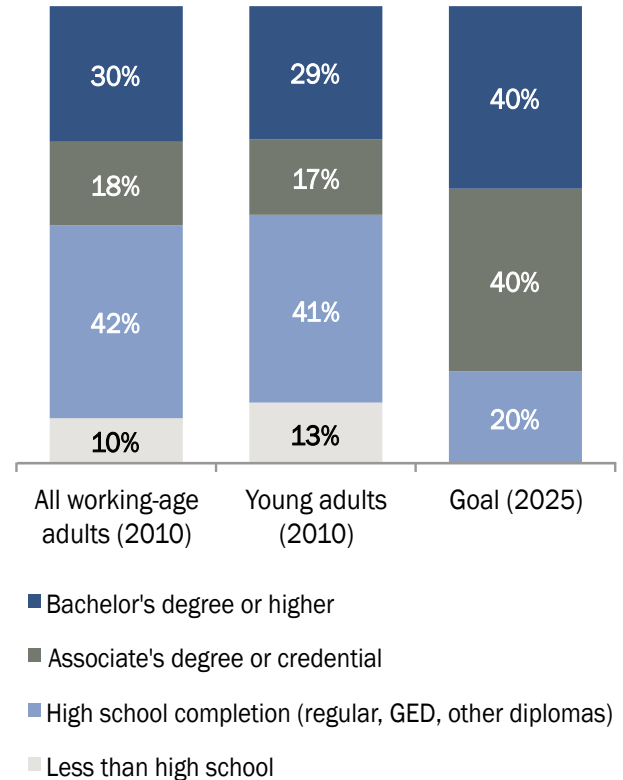
HB 4165/Early Learning and SB 1581/Achievement Compacts

An integrated education system, from early childhood and K-12, through community college and university

The Next Steps To Meet State Public Education Goals

- Young adults today are less educated than their parents' generation, with fewer high school diplomas, college certificates, and degrees. In Oregon, only 2/3 of high school students graduate on time, and fully 1/5 don't earn a GED or the equivalent. Ten years of No Child Left Behind have narrowed the curriculum and undermined motivation for true improvement in our schools.
- In 2011, Oregon began the process of transforming our public education system to invest taxpayer dollars in programs that meet student needs and improve student learning. We set a 40/40/20 goal for 2025: that all Oregonians would earn a high school diploma or its equivalent, 40 percent would go on to earn an associate's degree or credential, and 40 percent would earn at least a bachelor's degree.
- To achieve our goals, Oregon must build a culture of excellence and a stronger, better coordinated system of public education.
- The Governor and the Oregon Education Investment Board (OEIB) unanimously propose legislation to take the next steps by improving early childhood services, instituting achievement compacts as the linchpin of a new accountability system to replace NCLB, and clarifying the authority of the Chief Education Officer.

Current Educational Attainment of Oregon Adults, Versus the 40/40/20 Goal



Notes: Working-age adults are 25-64 years old; young adults are 25-34 years old.
Source: ECONorthwest analysis of data from the U.S. Census Bureau (American Community Survey), the Oregon Department of Education, and the National Student Clearinghouse.

Supports Proposals to Streamline and Improve Early Childhood Services

The OEIB unanimously endorsed legislative proposals from the Early Learning Council. The legislation will:

- Streamline administration, policy, and planning of the state's early childhood services.
- Promote collaboration, competition, and local creativity based on meaningful outcomes for children.
- Preserve Head Start, and preserve early intervention/early childhood education for special needs students.
- Improve screening and assessment so that kids receive support in order to thrive in kindergarten.
- Provide incentives for child care quality and a rating system to give parents useful information when choosing care.

Aligns New K-12 Accountability Model with Achievement Compacts – Replacing “NCLB”

Oregon will apply for a federal waiver from provisions of the Elementary and Secondary Education/No Child Left Behind (NCLB) Act. The waiver relies on K-12 achievement compacts as the framework of an Oregon-designed accountability model. That new model offers an opportunity to obtain relief from the rigid Adequate Yearly Progress targets and one-size fits all sanctions that NCLB mandated while aligning achievement compacts, federal funding, and Oregon’s school and district report cards (now under review by the Legislature’s Joint Task Force on Accountable Schools).

The legislation would require K-12 school districts, community colleges, Educational Service Districts, and the Oregon University System to enter into achievement compacts. These two-way compacts would:

- Define key measurements and goals for student progress toward the state’s 40/40/20 goal, with two-way accountability between the state and educational institutions in setting and achieving those goals.
- Focus state investments on outcomes for students.
- Encourage local boards and educational leaders to connect their own budgets to goals and outcomes.
- Allow comparisons of outcomes among educational institutions – highlighting best practices for expansion, and allowing diagnosis and intervention to overcome obstacles in others.

Status Quo	Under Achievement Compacts and NCLB Waiver
<i>Single-minded focus on high-stakes standardized tests</i>	Career- and college-ready graduation primary goal, with broader measures of whether students are on track
<i>Top-down mandated goal for all groups</i>	Definition of ambitious but achievable goals to challenge each school district to improve – even those now “meeting” NCLB standards
<i>Focus solely on getting students to benchmark scores</i>	Measuring individual growth of all students – whether they start with high or low achievement
<i>One-size-fits-all approach to school improvement</i>	Customized system of supports and interventions
<i>Punitive sanctions for Title I schools not making “adequate yearly progress”</i>	Identification of higher and lower performing schools and focus on continuous improvement for all schools
<i>Confusing and contradicting ratings systems at federal, state levels</i>	Consistent reporting of student achievement measures – useful to students, parents, educators and taxpayers – across federal reports, achievement compacts, state report cards

Clarifies leadership and authority to develop integrated public education system

The 2011 Legislature created the position of Chief Education Officer. Proposed legislation would now clarify the officer’s authority in leading the development of an integrated state public education system. For that purpose, the Chief Education Officer would direct the lead state executives in these areas: early childhood, K-12 schools, community colleges, the Oregon University System, higher education student access and coordination.

For more information, visit www.education.oregon.gov.
 On the Oregon Education Investment Board, email educationinvestment@state.or.us or call 503-378-0206.
 On the Early Learning Council, email duke.shepard@state.or.us or call 503-378-5540.