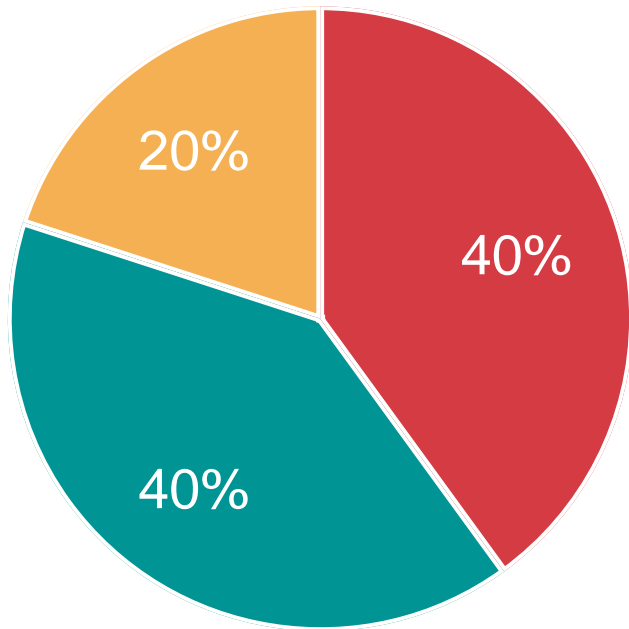


LearnWorks: Findings and Recommendations



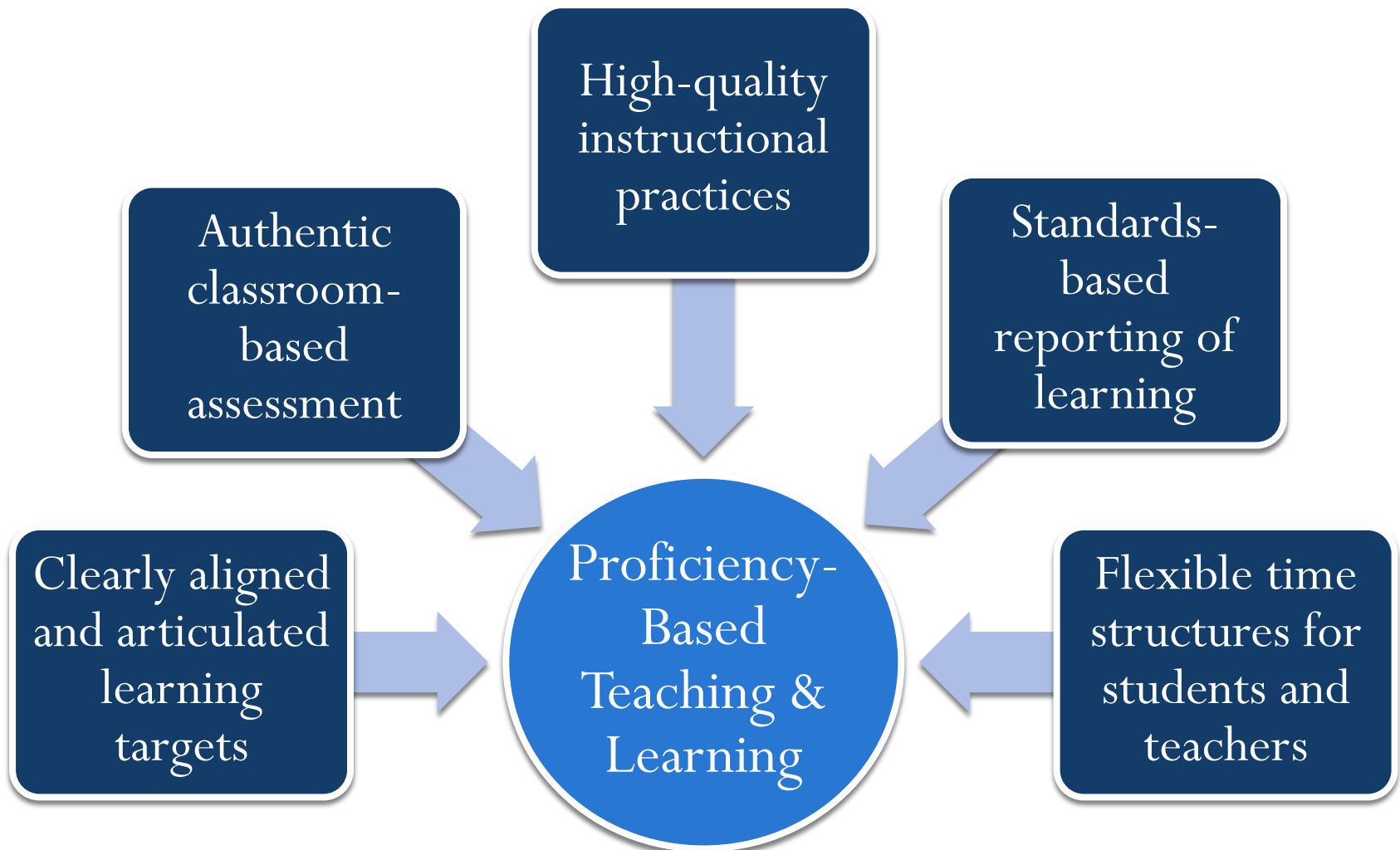
The Destination

- 40 percent of adult Oregonians have earned a bachelor's degree or higher;
- 40 percent of adult Oregonians have earned an associate's degree or postsecondary credential as their highest level of educational attainment; and
- 20 percent of all adult Oregonians 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.

The Pathway:

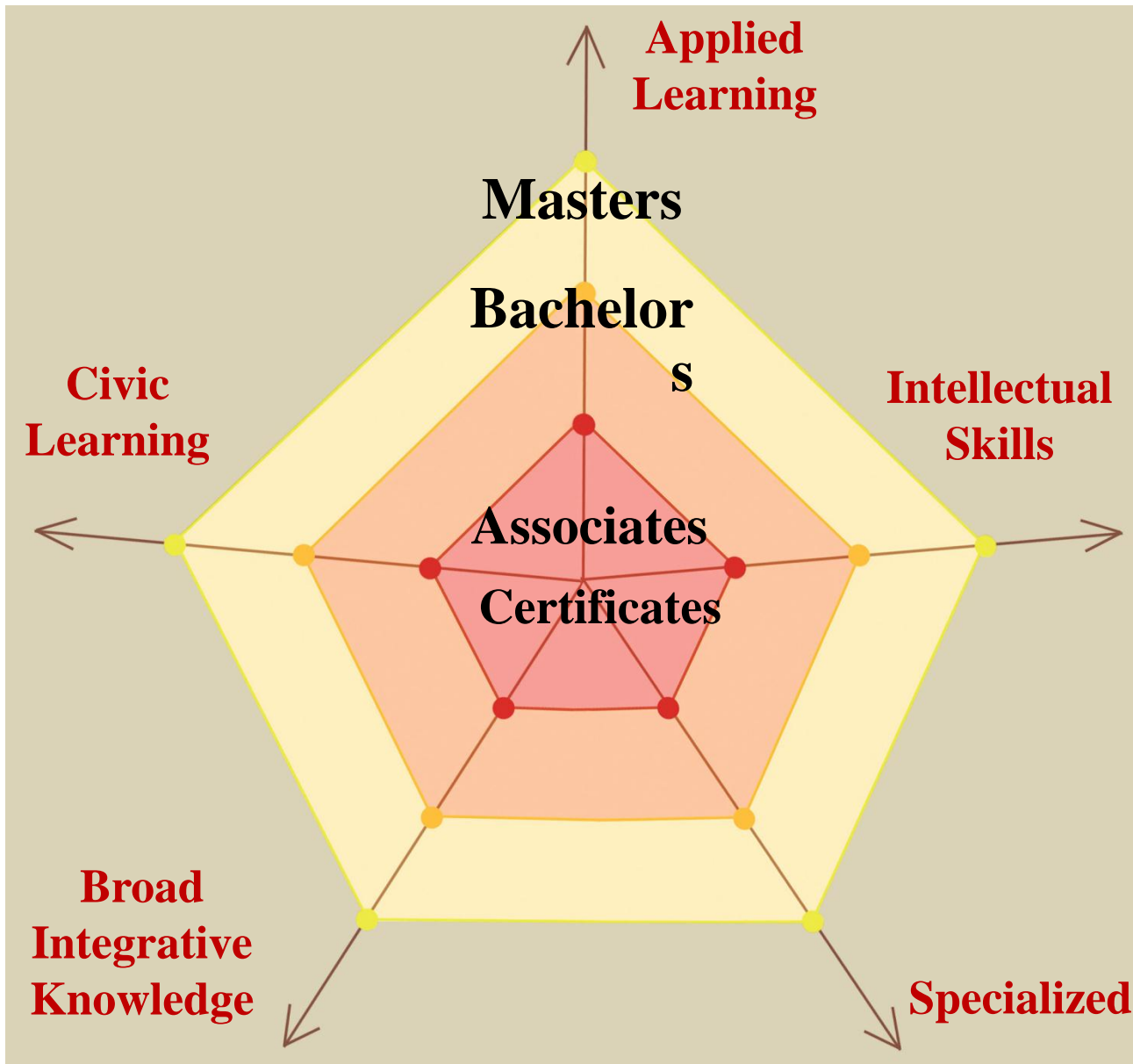
A consistent structure and language across early learning, K-12, and post-secondary to create a “curricular continuum” and proficiency-based learning environment.

Elements of a Proficiency-Based Teaching and Learning Environment



Articulated Standards Across a “Curricular Continuum”

KNOW Key Content Knowledge	THINK Key Cognitive Strategies	ACT Key Learning Behaviors	GO Key Transitional Skills
<ul style="list-style-type: none"> • Common Core Course Standards 	<ul style="list-style-type: none"> • Problem Formulation • Research • Interpretation • Communication • Precision/Accuracy • Common Core Practice Skills 	<ul style="list-style-type: none"> • Time Management • Study Skills • Retention of factual information • Goal Setting • Self-Awareness • Persistence • Collaborative Learning • Ownership of Learning 	<ul style="list-style-type: none"> • College Awareness • College types • Career Pathways • College Culture • Admissions • Affording college • Relating to professors • Transitioning



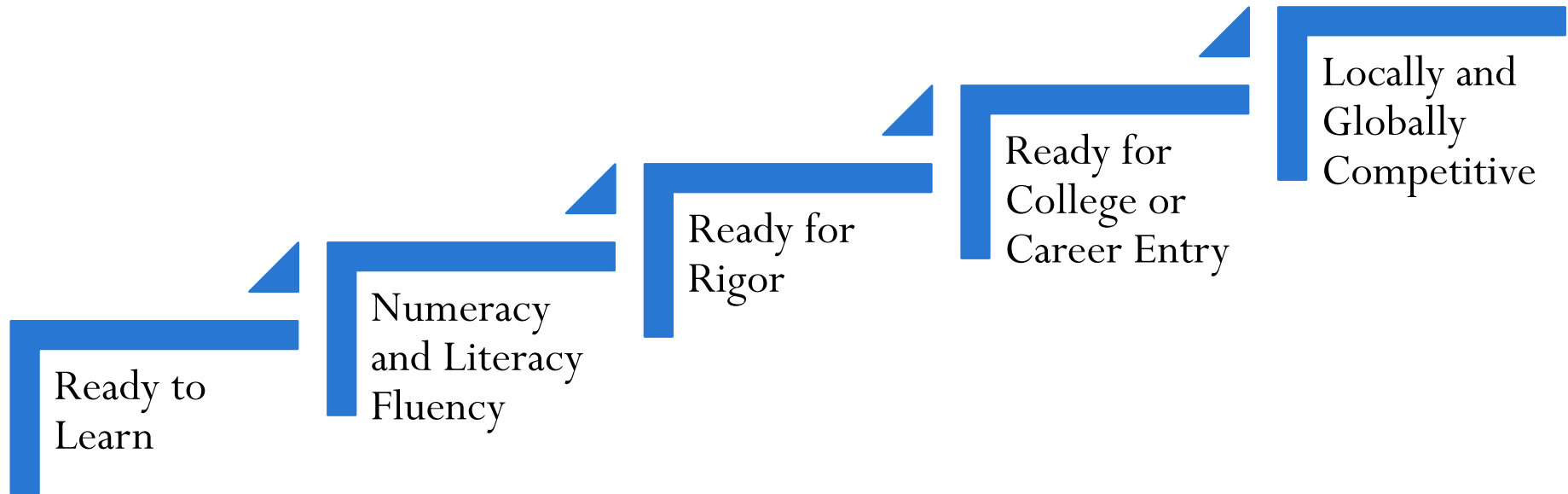
Assessment and Confirmations of Learning: Measuring Know, Think, Act, Go

Current	Ideal
Disjointed; non-relevant to classroom practice	On-going assessment essential to the instructional cycle Classroom at the center Valid and reliable teacher judgment
Grade and marks based on activities; not tied to standards	Assessment of proficiencies of college- and career-ready standards and skills
Standardized test (OAKS)	Teachers, parents, and students can monitor progress
K-8: Grades but no credit	An articulated proficiency-based system with valid confirmations of learning that inform students, parents, and educators at each stage Credentials explicitly represent what students know and are able to do
9-12: Credits based on seat time; grades not tied to standards	
Post-secondary: Courses/credits; grades imply proficiency	

Changing Practice

FROM	TO
Seat time	Demonstrations of proficiency and flexible uses of time
Content knowledge	4 keys of college and career readiness (Know, Think, Act, Go)
Disjointed, inaccurate data system	Usable, accessible longitudinal data that drives teaching and learning
Limited collaboration between K-12 and higher education	Flexible pathways, reward success in placing students in their next step forward; college/career
Teaching is private, isolated	Teaching is a public, collaborative, network of enterprise expert practice
Progress measured only by summative standardized tests	Assessment is ongoing, authentic, and classroom based (formative and summative)

Outcomes



Ready to Learn

By about age 5, learners have the cognitive, social, emotional, and behavioral skills necessary for kindergarten.

Indicators (How do we know?)

Percentage of children who meet established developmental milestones in:

- Child health
- Child language
- Literacy and learning
- Social/emotional development
- Parent, family, and support development
- Cognitive development

Percentage of children who enter school ready and able to learn

Results Map (How will we get there?)

By about age 5, learners have the cognitive, social, emotional and behavioral skills necessary for kindergarten.

Integrated data system

Kindergarten readiness
assessment and other
learning/developmental
benchmarks

Consistent regional
approach

Roles for the private
sector

Marketing and
communication
strategies

Operating issues
(workforce training and
development; integration of state
effort; connection to healthcare
transformation and human services)

Numeracy and Literacy Fluency

By about age 9, learners are proficient in literacy and numeracy and can apply those skills in a variety of contexts.

“Educators and research have long recognized the importance of mastering reading by the end of third grade.”

Hernandez, Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation (Annie E. Casey Foundation, 2011).

Indicators (How do we know?)

- The percentage of learners who can read and use number skills by about age 6.
- The percentage of learners who, by about age 9, can read, comprehend, and communicate about a variety of texts and apply number skills to solve problems.

Tools (How do we measure it?)

- Teacher assessments of individual learners through formative assessments and student work (i.e., a “collection of evidence”).
- Standardized proficiency-based assessments given at about ages 6 and 9 for reading and math (OAKS or local standardized assessment).
- Survey next-level teachers, learners, and parents whether learners arrived with the skills necessary to succeed at that level.

Results Map (How will we get there?)

By about age 9, learners are proficient in literacy and numeracy and can apply those skills in a variety of context.

Effective Instruction

- Effective Teacher
- Learner-Centered Approach
- High-Quality Content

Strong Learning Organization

- Leadership
- Parent Engagement
- Focus on Equity

Engaged Student

- Safe & Healthy Home
- Motivated & Empowered
- Present & Engaged

Supportive Community

- Resources & Support
- Shared Responsibility for Outcomes

Ready for Rigor

By their mid-teens all learners are establishing academic behaviors; acquiring reading, writing, math, and thinking skills; and developing core knowledge that allows them to explore new and challenging learning experiences across varied content areas.

Indicators (How do we know?)

- The percentage of students who consistently demonstrate academic behaviors that enable them to become self-directed learners as they enter high school
- The percentage of students who consistently demonstrate key cognitive strategies across content areas as they enter high school
- The percentage of students who consistently demonstrate developmentally appropriate proficiency in Oregon's Common Core content knowledge and essential learning skills as they enter high school

Tools (How do we measure it?)

- Academic behaviors: Local classroom measures, formative assessments, surveys
- Key cognitive skills: Performance assessments, work samples, locally developed tests
- Content: OAKS, work samples, portfolios, local common standard-based assessments

Results Map (How will we get there?)

All mid-teen learners are establishing skills, strategies and techniques to be ready for challenging experiences across content areas.

1. School Learning Culture

Curriculum
Teacher knowledge and proficiency
Student social structures
Curriculum effectiveness
School leadership
School infrastructures

2. Student Engagement

Academic background
Prior learning experiences
Learning style
Language proficiency
Intellectual habits
Academic behaviors
Contextual skills

3. Communities & Partnerships

Community-based organizations
Business partners
Education partners
Family support

4. Social Political Context

Association agreements
Social and economic status
Income disparities
Legislative action

Ready for College or Career Entry

By their late teens, learners earn a full-option diploma and have the skills necessary to enter college or a career.

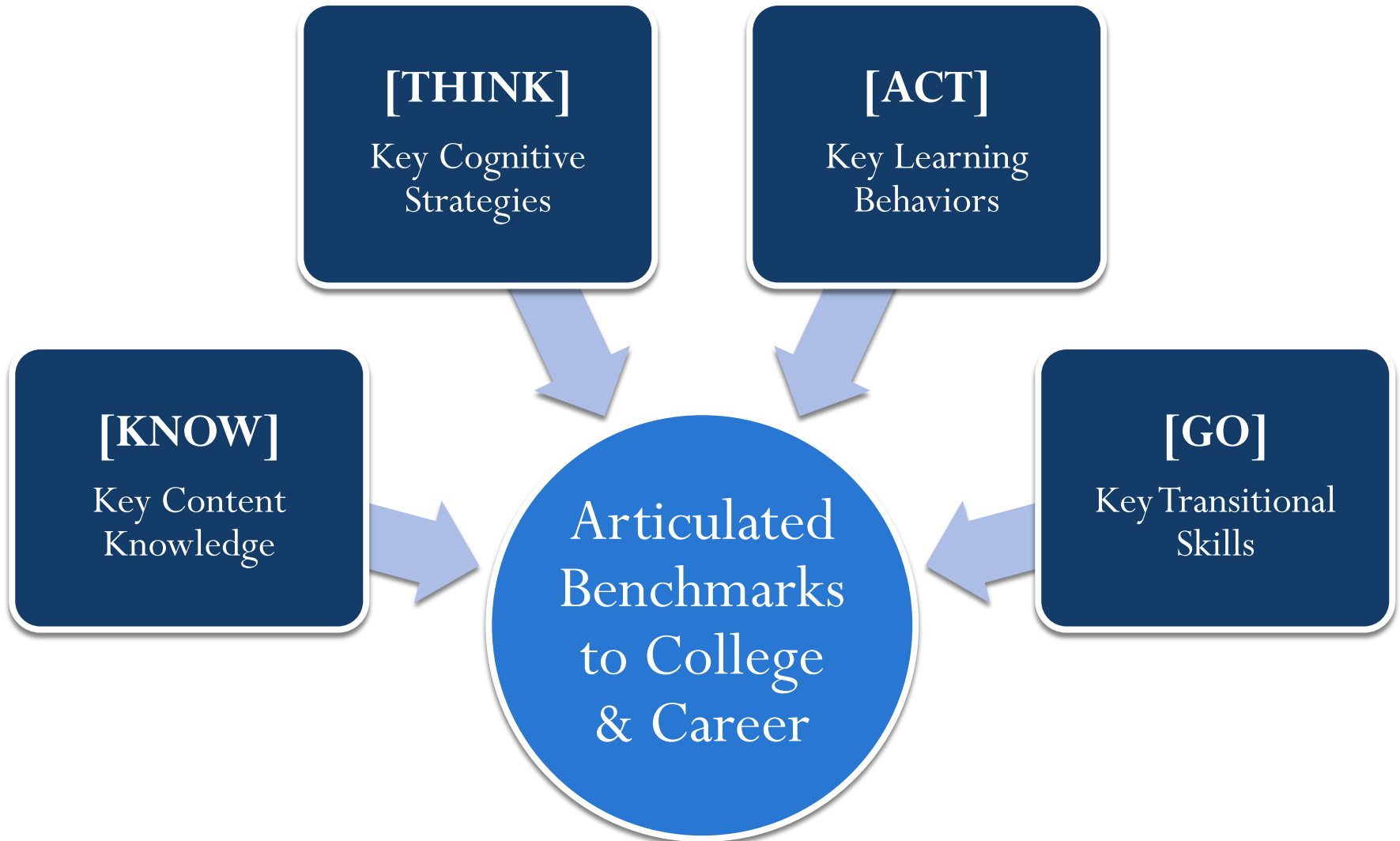
Indicators (How do we know?)

- The percentage of students who are on pace to earn a full-option diploma measured at established intervals from early childhood through late teens (Proficiency standards: *key content, key cognitive strategies, academic behaviors, and contextual skills & awareness*)
- The percentage of students, employers, and higher-ed faculty who report students are ready for college and career success.

Tools (How do we measure it?)

- A variety of large scale assessments (e.g., OAKS, EXPLORE, PLAN, ACT, AP, IB) and a collection of student evidence at pre-determined intervals (e.g., early learning; ready for rigor)
- Survey instrument that provides information on the respondent (e.g., type of institution; manufacturing, professional services; high school completer, community college completer, university completer)

Results Map (How will we get there?)



Authentic
assessment
strategy

Policies and
procedures that
support standards-
based grading and
reporting

Student-centered
instructional
practice

Proficiency-
Based
Teaching &
Learning

Individual
Learning Plan

Clearly aligned
and articulated
learning targets

Community-based
learning and Service
Learning

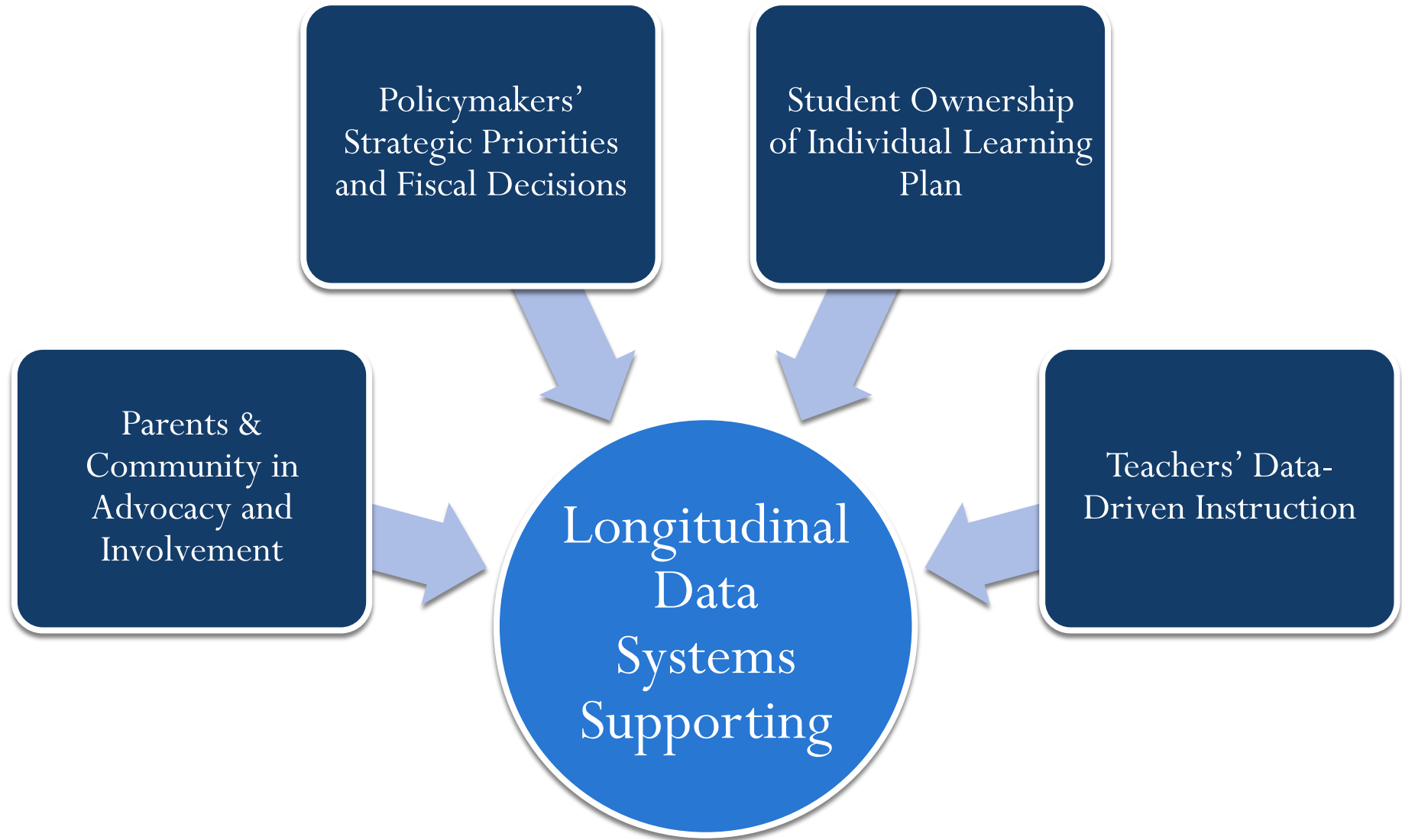
Early College Credit
Opportunity

Partnerships/ Commu
nity

Virtual Learning

Flexible
Pathways





Locally and Globally Competitive

The majority of learners obtain a post-secondary degree or certificate that attests to their ability to think and learn, and provides them with a durable competitive advantage in the local and global economy.

Indicators (How do we know?)

Percentage of learners who progress toward completion and complete degrees/certificates by age 25 and/or through lifelong learning pathways.

- Increased number of learners completing degrees/certificates and meeting milestones (e.g, number of credits)
- Reduced time to completion
- Increased credentialing of the incumbent workforce

Number of degrees, certificates, and research funds that respond to and meet the demands of the local and global economy.

- Increased number of Oregon employment opportunities filled by Oregon completers
- Increased number of products, start-ups, and spin-offs attributable to Oregon research
- Increased wages and/or personal income of Oregonians
- Increased employers' satisfaction with workforce skill set

Percentage of population that is productively engaged in the community.

- Increased voter turnout
- Increased philanthropic engagement
- Reduced crime rates (reduced health care cost and corrections)
- Increased health and wellness (reduced health care cost and corrections)

Results Map (How will we get there?)

The majority of learners will obtain a post-secondary degree or certificate that attests to their ability to think and learn, and provides them with a durable competitive advantage in the local and global economy.

Quality
Educators

Curriculum
and Application

Information
Technology
Systems

Learner
Readiness

Equitable
Access

Data Systems to Support Outcome-Based Education

Key Data System Goals

Inform Educators Within and Across Learner Groups

- Teachers—to tailor instruction to student needs and anticipate student needs as they transition across learner groups
- Counselors—to assist students in setting goals, monitoring progress, and staying on pace
- Administrators—to provide leadership and support that enables teachers and counselors to perform at high levels

Key Data System Goals

Inform Students and their Families

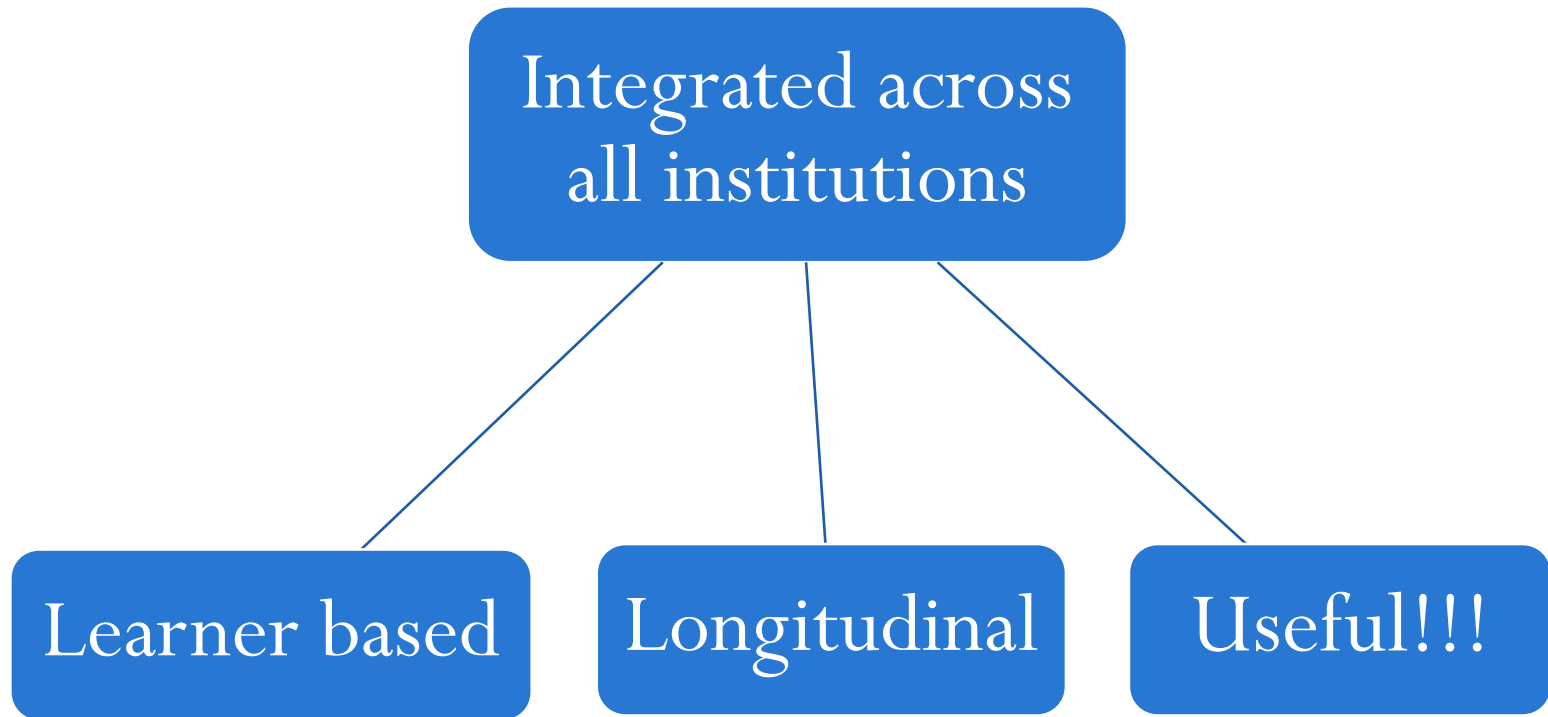
- To assure students know where they are in the learning process
- To help increase student and family ownership in the education process
- To evaluate student status relative to completion requirements

Key Data System Goals

Inform Policymakers and Researchers

- To evaluate overall system progress in meeting educational goals
- To evaluate the effectiveness of specific programs and initiatives
- To determine if funding system incentives are achieving their objectives without unintended consequences
- To evaluate the system's effectiveness at meeting equity goals

Statewide Data System



A Roadmap

- Determine data needs for all levels of an integrated statewide longitudinal data system—what do we really need to know?
- Build a statewide early childhood data system
- Link the data systems across all institutions
- Develop consistent data definitions across institutions
- Build tools for educators and students to easily access the data they need
- Develop a link between education and workforce data

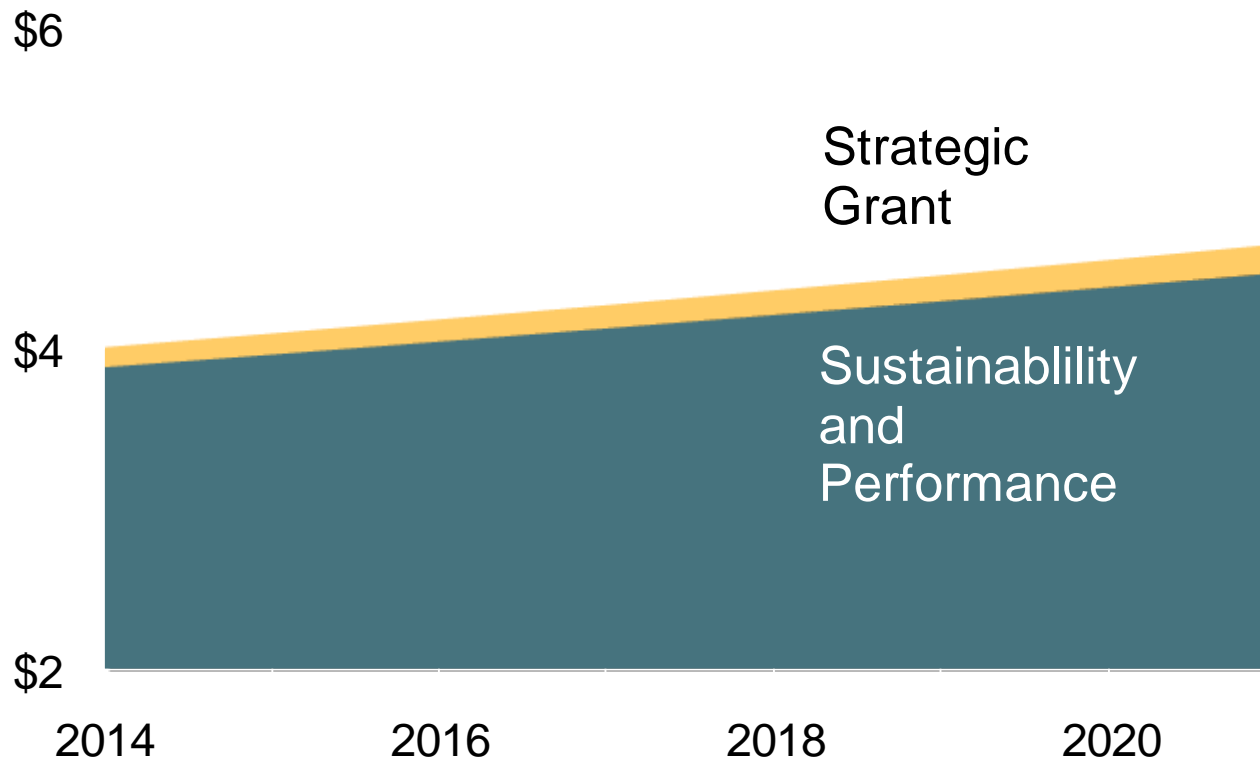
Funding for Outcomes

Basic Budgeting Assumptions

- State funding allocated on the basis of time-measured enrollment (hours, days, years) is inadequate to achieving the central policy objective of 40-40-20
- We need to fundamentally change the philosophy and methodology by which we fund educational organizations
- Educators and lawmakers must play mutually supportive roles in the pursuit of this objective
- The transition to the new funding methodology must be smooth and incremental

Basic Funding Framework

(Years and Dollars [in billions] for illustration only)



THE MAIN POINT...

Shifting the educational paradigm from educational activity
to learner proficiency

requires

Shifting the basis for funding education from time-based
activity to proficiency-based outcomes

Some General Funding Principles

- Fund outcomes (or increments thereof), not inputs/process costs
- Fund the culture/system that produces the outcome, not the intervention for having failed to do so
- Funding should recognize and reflect the differences between educational sectors and individual institutions
- Different sectors and institutions will have different missions, different populations served and, therefore, different cost models
- Use funding to incentivize the pursuit of outcomes, and use policies to mitigate against perverse incentives and/or unintended consequences
- Funding needs to be stable enough to minimize monetary risks associated with delivery system redesign

Sample Funding Process From Costs to Outcomes: K-12

Current TPR	\$	3,882,992,000
Current ADMw		659,000
Current TPR per ADMw	\$	5,892
Current TPR	\$	3,882,992,000
Target Proficiency Points Completed		2,250,000
Target Diplomas Completed		45,000
Proposed TPR per Proficiency Point @ 90% of TPR	\$	1,325.76
Proposed TPR per Diploma @ 10% of TPR	\$	7,365.31

Notes:

- Assumes steady/current TPR (total public resources)
- Proficiency points = incremental and verifiable progressions toward completion/diploma
- For illustrative purposes only, it is assumed that there are 50 target proficiency points over the time-based 12.5/13 years of K-12
- Target diplomas completed assumes 100% enrollment and diploma attainment

Sample Funding Process From Costs to Outcomes: Community Colleges (“middle 40” post-secondary education)

Current TPR	\$	354,329,184
Current FTE		121,815
Current TPR per FTE	\$	2,909
Current TPR	\$	354,329,184
Target Credits Completed		4,333,812
Target Degrees/Cert. Completed		21,561
Proposed TPR per Credit @ 90% of TPR	\$	73.58
Proposed TPR per Degree/Cert. @ 10% of TPR	\$	1,643.36

Notes:

- Assumes steady/current TPR (total public resources)
- “Best-performing states” yield 201 credits per degree or certificate
- Target degrees/certificates completed per year necessary to sustain 40-40-20 (assuming 20% of top 40 first obtain a “middle 40” credential)
- Credits are those completed with a grade that counts toward completion of credential (would not include a failed class).
- Degrees = AA, AS, AAS, ASOT, AAOT. Certificates = any defined program of 15+ credits that provides industry-accepted skill and knowledge for entry into defined career area
- After any individual student earns 30 credits, only credits counting toward a degree/certificate would receive TPR funding

Sample Funding Process From Costs to Outcomes: OUS (“upper 40” post-secondary education)

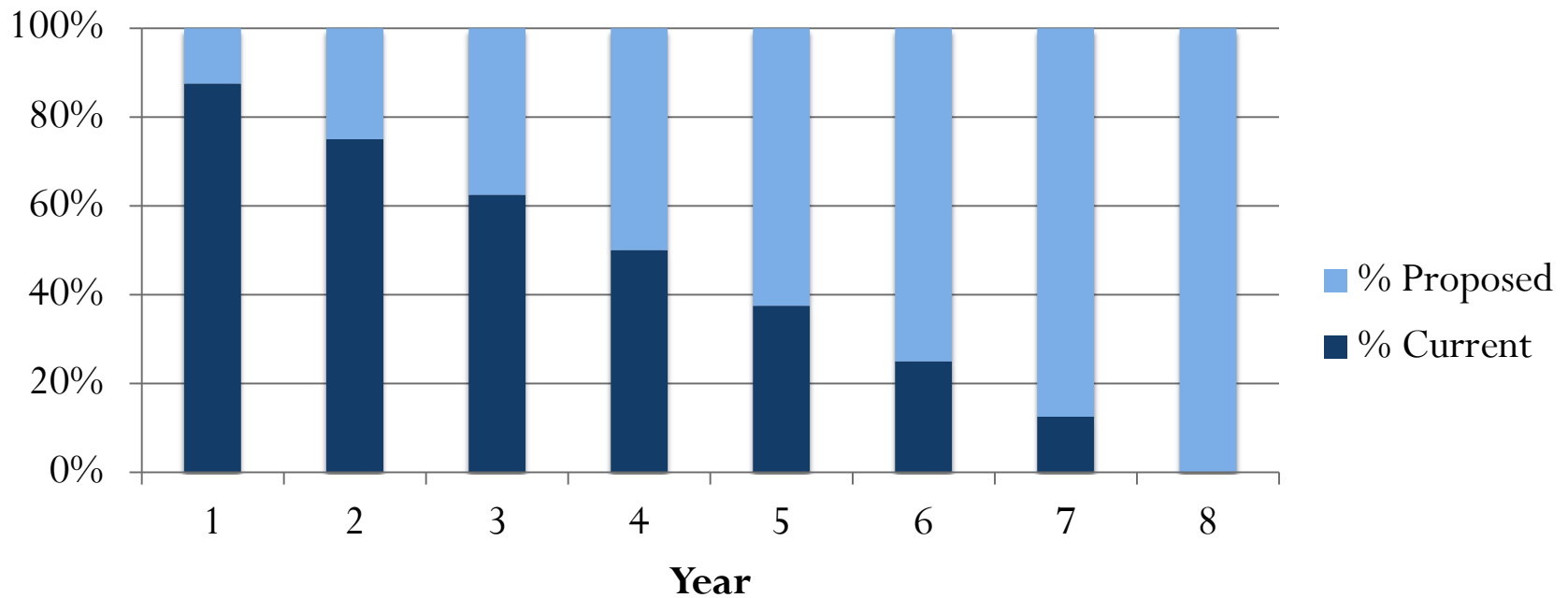
Current TPR	\$	375,000,000
Current FTE (Undergrad., In-State)		52,517
Current TPR per FTE	\$	7,141
Current TPR	\$	375,000,000
Target Proficiency Points Completed @180/degree		2,363,265
Target Degrees Completed		18,000
Proposed TPR per Proficiency Point @ 90% of TPR	\$	142.81
Proposed TPR per Degree @ 10% of TPR	\$	2,083.33

Notes:

- Assumes steady/current TPR (total public resources)
- Target proficiency points completed assumes 180 credits per undergraduate degree
- Target degrees completed assumes 40% of age-based cohorts graduate with a 4-year degree on an annual basis (per 40-40-20)
- Credits are those completed with a grade that counts toward completion (would not include a failed class).
- Degrees = BA, BS, BSN, etc.
- After any individual student earns 30 credits, only credits counting toward a degree/certificate would receive TPR funding

8 Year Phase-In

Phase-in the percentage of total public resources (TPR) to be distributed through the new outcomes funding model, increasing that percentage by 12.5% per year until, in the 8th year, all TPR is distributed through the new model.



State-Level Levers

Depending on performance and progress toward outcomes, the OEIB could:

- Vary the ratio of TPR for credits/proficiency points and degrees/certificates/diplomas
- Vary the rate of transition from old to new funding models
- Provide strategic funds to incent specific performance goals not included within sustainability and performance funding

Accountability in an Outcome-Based System

Accountability is allowing or enhancing a person's or organization's ability to experience the consequences of their own actions, and to learn from them

General Principles for Accountability

Accountability is most effective when:

- It is principally *for* something – like an outcome – and not *to* someone
- It encourages, incents, and rewards ownership and responsibility for the outcome
- It respects freedom and is based on trust
- It enhances and does not diminish the ability to achieve outcomes

Sustainable/Performance Component

- Based on outcomes compacts between the state and delivery entities
- Accountability is
 - A shared responsibility of the state and the delivery entity for the outcomes in the compact
 - Not achieved by making the funding level contingent on performance (funding in general is contingent on participation in outcomes compact)
- Non-fiscal accountability is achieved by providing a spectrum of increased flexibility to increased oversight, as the delivery entity progresses toward the objectives in the outcomes compact



Progressing

When a Delivery Entity IS Making Progress



- Access to and control over strategic grants
- Responsibility and opportunity to develop, define, and scale up best practices
- Reduced reporting requirements
- Positive recognition
- Relaxed oversight
- “Limitless innovation” – exploratory, high potential with high risk

When a Delivery Entity IS NOT Making Progress

Not Progressing



- External diagnostic assessment
- Prescriptive application of assistive intervention:
 - Level 1 – Peer support (“coaching”)
 - Level 2 – External monitoring and prescriptive use (re-distribution) of existing resources
 - Level 3 – Application of intervention resources. Outside assistance team funded by external resources from a set-aside fund.
 - Level 4 – Receivership
- Innovation limited to that which is grounded in existing research, demonstrated capacity for success, and specifically designed to make adequate progress toward objectives
- Delivery entity is rewarded for improvement with increasing levels of freedom

A Word on Outcomes and Accountability

- Pursuit and achievement and outcomes must reflect the state/region/community being served (e.g., SES, race/ethnicity, gender, geography, special learning needs).
- The accountability system must dis-incent us from trying to achieve 40-40-20 by focusing on those easiest to move toward completion.
- Accountability must apply at the delivery entity level (and not “below” – such as an individual district or school) to support, encourage, and incent the delivery entity’s responsibility for the outcomes. (There could be a role for building-level accountability outside of this model.)
- These accountability models do not apply to outcomes that are not associated with the state’s objective of 40-40-20 (school specific, district specific, community specific).