

SENATE AMENDMENTS TO SENATE BILL 1581

By COMMITTEE ON EDUCATION AND WORKFORCE DEVELOPMENT

February 9

- 1 Delete pages 6 through 8 of the printed bill.
- 2 On page 9, delete lines 1 through 23 and insert:
- 3 **“SECTION 14. (1) For the purposes of this section:**
- 4 **“(a) ‘Achievement compact’ means an agreement entered into between the Oregon Edu-**
- 5 **cation Investment Board and the governing body of an education entity as described in this**
- 6 **section.**
- 7 **“(b) ‘Education entity’ means:**
- 8 **“(A) A school district, as defined in ORS 332.002;**
- 9 **“(B) An education service district operated under ORS chapter 334;**
- 10 **“(C) A community college district or community college service district operated under**
- 11 **ORS chapter 341;**
- 12 **“(D) The Oregon University System established by ORS 351.011;**
- 13 **“(E) A public university of the Oregon University System, as listed in ORS 352.002; and**
- 14 **“(F) The health professions and graduate science programs of the Oregon Health and**
- 15 **Science University operated under ORS chapter 353.**
- 16 **“(c) ‘Governing body of an education entity’ means:**
- 17 **“(A) For a school district, the school district board.**
- 18 **“(B) For an education service district, the board of directors of the education service**
- 19 **district.**
- 20 **“(C) For a community college district or a community college service district, the board**
- 21 **of education of the community college district.**
- 22 **“(D) For the Oregon University System, the State Board of Higher Education.**
- 23 **“(E) For a public university of the Oregon University System, the president of the uni-**
- 24 **versity.**
- 25 **“(F) For the Oregon Health and Science University, the Oregon Health and Science Uni-**
- 26 **versity Board of Directors.**
- 27 **“(2)(a) Prior to the beginning of each fiscal year, the governing body of each education**
- 28 **entity must enter into an achievement compact with the Oregon Education Investment**
- 29 **Board for the fiscal year.**
- 30 **“(b) Governing bodies of education entities identified in subsection (1)(b)(A) to (C) of this**
- 31 **section shall enter into achievement compacts as part of the budgeting process under ORS**
- 32 **294.305 to 294.565 and shall submit achievement compacts to the board prior to July 1 of each**
- 33 **year.**
- 34 **“(c) The board shall specify a process for adoption and a timeline for submission of**
- 35 **achievement compacts for education entities identified in subsection (1)(b)(D) to (F) of this**

1 section.

2 “(3)(a) The board shall establish the terms for achievement compacts.

3 “(b) The terms of an achievement compact may include:

4 “(A) A description of goals for outcomes that are consistent with the educational goals
5 identified in ORS 329.015, the findings described in ORS 351.003 and the mission of education
6 provided in ORS 351.009.

7 “(B) A description of the outcomes and measures of progress that will allow each edu-
8 cation entity to quantify:

9 “(i) Completion rates for:

10 “(I) Critical stages of learning and programs of study;

11 “(II) The attainment of diplomas, certificates and degrees; and

12 “(III) Achieving the high school and post-secondary education goals established in ORS
13 351.009 and a projection of the progress needed to achieve those goals by 2025;

14 “(ii) Validations of the quality of knowledge and skills acquired by students of the edu-
15 cation entity; and

16 “(iii) The relevance of the knowledge and skills acquired by the students of the education
17 entity and the means by which those skills and knowledge will contribute to the workforce,
18 the economy and society as described in state policy.

19 “(C) Other information suggested by the governing body of an education entity and ap-
20 proved by the board.

21 “(c)(A) For an achievement compact entered into by a school district board, the terms
22 of the achievement compact must include the school district’s level of funding for the fiscal
23 year compared to, and as a proportion of, the Quality Education Commission’s determination
24 of that school district’s share of the statewide amount of moneys sufficient to ensure that
25 the state’s system of kindergarten through grade 12 public education meets the quality goals
26 specified under ORS 327.506.

27 “(B) For the purpose of calculating each school district’s share of the statewide amount
28 of moneys as described in subparagraph (A) of this paragraph, the board, with the assistance
29 of the commission, shall make the calculations using the State School Fund distribution de-
30 scribed in ORS 327.013. The board shall provide the results of those calculations to the school
31 district.

32 “(d) Notwithstanding the terms described in paragraph (b) of this subsection, for an
33 achievement compact entered into by an education entity identified in subsection (1)(b)(F)
34 of this section, the terms of the achievement compact shall be limited to the enrollment of,
35 and attainment of degrees by, Oregon residents in programs for which the state provides
36 funding.

37 “(4)(a) The governing body of each education entity shall identify a target number and
38 percentage of students for achievement of the outcomes, measures of progress and goals
39 specified in the achievement compact for the fiscal year.

40 “(b) The governing body of each education entity shall provide a target number and per-
41 centage of students for the aggregate of all disadvantaged subgroups, as defined by federal
42 law or specified by rules adopted by the board. The target number and percentage of students
43 must reflect the education entity’s goals of improving education outcomes for disadvantaged
44 student groups and closing any student achievement gaps between disadvantaged student
45 groups and other student groups.

1 “(5) As part of the process of entering into an achievement compact, the governing body
2 of an education entity shall ensure that open communications are provided to parents, stu-
3 dents, teachers or faculty, employees, exclusive bargaining representatives and community
4 representatives for the purposes of explaining and discussing the outcomes, measures of
5 progress, goals and targets specified in the achievement compact for the fiscal year. The
6 open communications must be provided during each education entity’s public budget process.

7 “(6) The board shall specify the format of the achievement compacts and provide model
8 achievement compacts to the governing body of each education entity.

9 “(7) The board may adopt a timeline and method for governing bodies of education enti-
10 ties to provide the board with a report at the end of a fiscal year that describes the
11 achievements made by the education entities during the fiscal year. The report:

12 “(a) Must include disaggregated data for each disadvantaged student group specified by
13 the board; and

14 “(b) May state achievements in numbers and percentages and in relation to the out-
15 comes, measures of progress, goals and targets specified in the achievement compact for the
16 fiscal year.

17 “SECTION 15. (1) For the purpose of entering into achievement compacts under section
18 14 of this 2012 Act and achieving the outcomes, measures of progress, goals and targets de-
19 scribed in achievement compacts, the Oregon Education Investment Board:

20 “(a) Shall direct the State Board of Education to waive for the 2012-2013 fiscal year
21 compliance reporting requirements that are adopted by the State Board of Education pur-
22 suant to rules adopted under ORS 327.103 and that are related to standards that school dis-
23 tricts are required to meet.

24 “(b) May direct the Department of Education to waive, as permitted by federal law, re-
25 quirements relating to local district continuous improvement plans specified under ORS
26 329.095.

27 “(c) May direct the State Board of Education to waive, as permitted by federal law, im-
28 plementation of the statewide assessment system described in ORS 329.485 (4)(a) and imple-
29 ment, in lieu of the statewide assessment system, the assessment system described in ORS
30 329.485 (3) to provide achievement compact performance measures.

31 “(2) If the Oregon Education Investment Board directs that a compliance reporting re-
32 quirement or a local district continuous improvement plan requirement be waived as pro-
33 vided by subsection (1) of this section, the Superintendent of Public Instruction, the State
34 Board of Education or the Department of Education may not find a school district deficient
35 or nonstandard or otherwise penalize the school district for failure to comply with the waived
36 requirement.

37 “SECTION 16. (1) Each school district and education service district shall form an
38 achievement compact advisory committee.

39 “(2) An achievement compact advisory committee shall be responsible for developing an
40 achievement compact and ensuring that an achievement compact is implemented.

41 “(3) The governing body of a district shall appoint the members of an achievement com-
42 pact advisory committee. The members shall consist of teachers, administrators and other
43 appropriate education personnel who are employed by the district. When an employee or-
44 ganization represents educators of a district, the superintendent of the district, at the di-
45 rection of the governing board of the district, shall collaborate with the local president of the

1 employee organization to recommend the appointment of educators to the achievement
2 compact advisory committee.

3 “(4) An achievement compact advisory committee shall:

4 “(a) Develop plans for achieving the district’s outcomes, measures of progress, goals and
5 targets expressed in an achievement compact, including methods of assessing and reporting
6 progress toward the achievement of goals and targets; and

7 “(b) Recommend outcomes, measures of progress, goals and targets to be contained in
8 the district’s achievement compact for the next fiscal year.

9 “(5) Each achievement compact advisory committee shall present its recommendations
10 in a report to the governing board of the district no later than February 1 of each year. An
11 achievement compact advisory committee’s report and recommendations shall be considered
12 by the governing board of the district when entering into an achievement compact for the
13 next fiscal year. The governing board shall file the achievement compact advisory
14 committee’s report with each achievement compact it adopts and forwards to the Oregon
15 Education Investment Board.

16 “SECTION 17. (1) The requirements of section 16 of this 2012 Act relating to the imple-
17 mentation of achievement compacts first apply to achievement compacts entered into for
18 fiscal years beginning with the 2012-2013 fiscal year.

19 “(2) The requirements of section 16 of this 2012 Act relating to the development of an
20 achievement compact first apply to achievement compacts entered into for fiscal years be-
21 ginning with the 2013-2014 fiscal year.

22 “SECTION 18. (1) State associations representing educators, administrators and govern-
23 ing board members of school districts and education service districts may develop and re-
24 commend to the Oregon Education Investment Board collaborative models and resources,
25 including professional development opportunities, that may be used by districts and
26 achievement compact advisory committees for the achievement of student success.

27 “(2) State associations, organizations and employee organizations representing educators,
28 administrators, students and governing board members of community colleges and universi-
29 ties may develop and recommend to the Oregon Education Investment Board processes for
30 collaboration in the development of achievement compacts for their institutions, including
31 professional development opportunities, for the achievement of student success.

32 “(3) The entities described in subsections (1) and (2) of this section must make any rec-
33 ommendations to the Oregon Education Investment Board no later than September 30, 2012.

34 “SECTION 19. Sections 14 to 18 of this 2012 Act are repealed on July 1, 2015.

35 “SECTION 20. Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519,
36 Oregon Laws 2011, is amended to read:

37 “Sec. 1. (1) The Oregon Education Investment Board is established for the purpose of ensuring
38 that all public school students in this state reach the education outcomes established for the state.
39 The board shall accomplish this goal by overseeing a unified public education system that begins
40 with early childhood services and continues throughout public education from kindergarten to
41 post-secondary education.

42 “(2)(a) The board consists of 13 members as follows:

43 “(A) The Governor, or the designee of the Governor; and

44 “(B) Twelve members who are appointed by the Governor, subject to confirmation by the Senate
45 in the manner provided in ORS 171.562 and 171.565, and who serve at the pleasure of the Governor.

1 “(b) When determining who to appoint to the board, the Governor shall:

2 “(A) Ensure that each congressional district of this state is represented by at least one member

3 of the board; and

4 “(B) Solicit recommendations from the Speaker of the House of Representatives for at least two

5 members and from the President of the Senate for at least two members.

6 “(3) The Governor, or the Governor’s designee, shall serve as chairperson of the Oregon Edu-

7 cation Investment Board.

8 “(4) The duties of the board include:

9 “(a) Ensuring that early childhood services are streamlined and connected to public education

10 from kindergarten through grade 12 and that public education from kindergarten through grade 12

11 is streamlined and connected to post-secondary education. To assist the board in fulfilling this duty,

12 the board shall oversee:

13 “(A) The Early Learning Council established by section 4 [of this 2011 Act], **chapter 519,**

14 **Oregon Laws 2011.**

15 “(B) The Higher Education Coordinating Commission established by [section 1, chapter 637,

16 Oregon Laws 2011] **ORS 351.715.**

17 “(b) Recommending strategic investments in order to ensure that the public education budget is

18 integrated and is targeted to achieve the education outcomes established for the state.

19 “(c) Providing an integrated, statewide, student-based data system that monitors expenditures

20 and outcomes to determine the return on statewide education investments. The board shall provide

21 the data system described in this paragraph by:

22 “(A) Developing the data system or identifying or modifying an existing data system that ac-

23 complishes the goals of the data system; and

24 “(B) Ensuring that the data system is maintained.

25 “(d) **Entering into achievement compacts and administering sections 14, 15 and 18 of this**

26 **2012 Act.**

27 “(e) **Working with the Quality Education Commission to identify best practices for school**

28 **districts and the costs and benefits of the adoption of those best practices by school districts.**

29 “(5) An appointed member of the board is entitled to compensation and expenses as provided in

30 ORS 292.495.

31 “(6) A majority of the members of the board constitutes a quorum for the transaction of busi-

32 ness.

33 “(7) The board shall meet at such times and places specified by the call of the chairperson or

34 of a majority of the members of the board.

35 “(8) In accordance with applicable provisions of ORS chapter 183, the board may adopt rules

36 necessary for the administration of the laws that the board is charged with administering, including

37 any rules necessary for the oversight of the direction and control of the Higher Education Coordi-

38 nating Commission.

39 “**SECTION 21.** Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519,

40 Oregon Laws 2011, and section 20 of this 2012 Act, is amended to read:

41 “**Sec. 1.** (1) The Oregon Education Investment Board is established for the purpose of ensuring

42 that all public school students in this state reach the education outcomes established for the state.

43 The board shall accomplish this goal by overseeing a unified public education system that begins

44 with early childhood services and continues throughout public education from kindergarten to

45 post-secondary education.

1 “(2)(a) The board consists of 13 members as follows:
2 “(A) The Governor, or the designee of the Governor; and
3 “(B) Twelve members who are appointed by the Governor, subject to confirmation by the Senate
4 in the manner provided in ORS 171.562 and 171.565, and who serve at the pleasure of the Governor.
5 “(b) When determining who to appoint to the board, the Governor shall:
6 “(A) Ensure that each congressional district of this state is represented by at least one member
7 of the board; and
8 “(B) Solicit recommendations from the Speaker of the House of Representatives for at least two
9 members and from the President of the Senate for at least two members.
10 “(3) The Governor, or the Governor’s designee, shall serve as chairperson of the Oregon Edu-
11 cation Investment Board.
12 “(4) The duties of the board include:
13 “(a) Ensuring that early childhood services are streamlined and connected to public education
14 from kindergarten through grade 12 and that public education from kindergarten through grade 12
15 is streamlined and connected to post-secondary education. To assist the board in fulfilling this duty,
16 the board shall oversee:
17 “(A) The Early Learning Council established by section 4, chapter 519, Oregon Laws 2011.
18 “(B) The Higher Education Coordinating Commission established by ORS 351.715.
19 “(b) Recommending strategic investments in order to ensure that the public education budget is
20 integrated and is targeted to achieve the education outcomes established for the state.
21 “(c) Providing an integrated, statewide, student-based data system that monitors expenditures
22 and outcomes to determine the return on statewide education investments. The board shall provide
23 the data system described in this paragraph by:
24 “(A) Developing the data system or identifying or modifying an existing data system that ac-
25 complishes the goals of the data system; and
26 “(B) Ensuring that the data system is maintained.
27 “[*d*] *Entering into achievement compacts and administering sections 14, 15 and 18 of this 2012*
28 *Act.*]
29 “[*e*] **(d)** Working with the Quality Education Commission to identify best practices for school
30 districts and the costs and benefits of the adoption of those best practices by school districts.
31 “(5) An appointed member of the board is entitled to compensation and expenses as provided in
32 ORS 292.495.
33 “(6) A majority of the members of the board constitutes a quorum for the transaction of busi-
34 ness.
35 “(7) The board shall meet at such times and places specified by the call of the chairperson or
36 of a majority of the members of the board.
37 “(8) In accordance with applicable provisions of ORS chapter 183, the board may adopt rules
38 necessary for the administration of the laws that the board is charged with administering, including
39 any rules necessary for the oversight of the direction and control of the Higher Education Coordi-
40 nating Commission.
41 **“SECTION 22. The amendments to section 1, chapter 519, Oregon Laws 2011, by section**
42 **21 of this 2012 Act become operative on July 1, 2015.”.**

43 In line 24, delete “20” and insert “23”.
44